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ABSTRACT

This report summarizes the results of a survey administered to economically disadvantaged youths in New Jersey. Attitudes on personal problems, social issues, and the needs of adolescents are presented. Graphic displays illustrate the responses, which are broken down by age, race, and sex. (WP)

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Personal and Social Issues

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H.R.G.

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TABLE OF CONTENTS

INTRODUCTION	2
FINDINGS AND DISCUSSION	4
BACKGROUND INFORMATION FOR THE GRAPHIC DISPLAYS	15
GRAPHIC DISPLAYS	
People think of me as...	16
I feel proud when I...	18
When I'm criticized, I...	20
The things I do for fun...	22
What I hate most...	24
The worst thing that could happen to me...	26
I wish I could...	28
Young people need...	30
Young people should...	32
People I respect...	34
It's embarrassing when...	36
I feel happy when I...	38
When I'm angry, I...	40
If I had $1 million to help youth, I would...	42
Some youth have drug problems because...	44
Some youth have alcohol problems because...	46
Some youth have personal problems because...	48
If I have a personal problem, I ...	50
With senior citizens, I ...	52
The most important thing to me...	54
When I'm 30, I will be...	56

INTRODUCTION

You are reading the second in a series of summary reports from the Youth Survey Project. This report presents the responses of economically disadvantaged youth to personal and social issues. The New Jersey Department of Labor and Industry intends to build on the data base gathered by the project. The summary reports complete the first phase. Further explorations of the existing data, extensions of the research, and replications of the study have been planned and are awaiting approval.

Inquiries about the research and requests for reprints of this and upcoming reports should be addressed to:
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Survey Goal

Disadvantaged youth need our understanding and our help. Their need is reflected, for example, in current youth unemployment figures. But there has been no data base of information collected *directly from youth themselves,* no systematic base on which to build a better understanding of their desires, needs, thoughts, and feelings. The goal of this study is to establish such a base.

Survey Design

The survey format chosen consists of stub sentences to be completed in writing. This format brings out direct, full responses. For example, the question, "What's the most important thing to you?", became the stub sentence: "The most important thing to me . . .".

More than 300 questions were gathered from youth oriented field workers, from the *Adolescent Study Commission Report* (October 1977), and from Friedenberg's 1959 study, *The Vanishing Adolescent.* The questions were conflated to a list of 102.

A post-hoc, qualitative method of analysis was used. In this technique, survey responses are collected in the form of sentence completions. Then they are inspected, and a set of categories is developed for the responses to each stub sentence. The categories developed for "The most important thing to me . . ." include: . . .personal well-being, . . .people I care about, . . .achievement and success, . . .education and learning, . . .social concerns. Nine out of 10 sentence completions fit into one of these five categories when the survey team coded them (placed each response into one category).

A major advantage of this design is its flexibility with different populations. Respondents are free to answer at their own level, in their own terms, and with whatever language resources are available to them. Sentence stubs can be written to touch on the key areas under study. Comparisons and contrasts can be made easily between different groups.

The survey project manager accepts responsibility for any bias that may have entered the study despite the survey team's best efforts to use good items, to categorize comprehensively, and to code accurately.

Survey Pilot

The 102 questions collected were tested with youth in two widely differing New Jersey locations. Project Coed in Newark is a federally-funded, state-administered, demonstration work-study program for predominantly minority, urban youth. Voorhees Regional High School in Hunterdon County has a predominantly White, rural and suburban population.

A four person research team inspected the responses for intelligibility. The team developed general sets of categories for those survey items that were especially successful in bringing out intelligible responses from both groups of youth. Responses to these successful items were coded into the categories. The survey team evaluated the findings from the preliminary analysis of the pilot study and selected items of greatest interest to planners of programs for disadvantaged youth.

Sample Selection

The survey sample was selected from the SPEDY summer programs for economically disadvantaged youth. Three and 3/4 percent of the participants in each of 22 C.E.T.A. Prime Sponsor summer programs were selected randomly from current enrollment lists. This sample, disadvantaged by federal definition and standards, represents significant numbers of have-not youth.

Researchers at Educational Testing Service were consulted in order to ensure that the sample is a legitimate representation of the entire SPEDY population.

Survey Administration

A team of field administrators was trained and equipped with procedures and a protocol for administering the survey. Particular attention was given to creating an atmosphere of trust and to designing a task within the grasp of disadvantaged youth.

The administrators worked in teams of two with groups of 25 youth. Participants filled out the survey anonymously, giving only basic demographic information about age, race, sex, highest grade completed, and parents' occupation. Examples of survey items were rehearsed in advance. Survey items were written at the sixth grade reading level. Prime Sponsors provided translators and recorders for non-English speaking and non-literate youth. One-to-one counselors took extra time to help learning disabled and mentally handicapped youth complete the survey. The goal of the survey was explained.

The survey was administered during July and August, 1978.

Categorization and Coding

The project team developed sets of categories for the responses to the survey items and then coded each response to each item into one of the categories. Three independent sets of categories were created, differences were analyzed and resolved, and a final set of categories developed. Categories were verified by the ability of three coders, working independently, to place the same response into the same category 85% of the time. All responses to the items were then coded.

Consultants at Rutgers University Graduate School of Education and at Thomas Edison College reviewed procedures for creating and verifying categories and for coding.

Computer Programming and Data Analysis

The coded survey responses were tallied by computer and analyzed with subroutines from SPSS (Statistical Package for the Social Sciences). The analysis was reviewed and guided by specialists in statistical and educational measurement at Rutgers University Graduate School of Education, and at University College.

Preparation of Summary Report

In the summer of 1979, the survey team prepared this summary report of items dealing with personal and social issues.The form of the report was developed with consultations from Graduate School of Education faculty and from the Director of L.G. Visual Presentations in New Brunswick, New Jersey.

FINDINGS AND DISCUSSION

What do youth say people think of them?

More than half of disadvantaged youth told us people think of them as sociable or O.K.: nice, a good friend, giving, accepting, outgoing, fun, normal. Another 22% said people think of them as mature or competent: responsible, serious, stable, secure, self-reliant, intelligent, capable. Some 16% said people think of them as immature or incompetent.

White 16-18 year olds said people think of them as sociable and O.K. less often than minority youth gave this response, 43% compared to 55% of Black and 63% of Hispanic 16-18 year olds. Only 16-18 year old Whites and White males mention the issue of competence/incompetence more often than they mention being sociable or O.K.

Males mention competence and maturity more often than females, especially as they get older, 28% of 16-18 year old males compared to 19% of females. Females mention immaturity and incompetence more often than males and the difference increases as they get older: 21% of 16-18 females compared to 12% of 16-18 year old males. Hispanic females have the most negative self-concept; 12% of them say they are seen as mature and 20% say they are seen as immature.

It is important for youth to feel accepted as individuals in a social context and all groups of young people dwell on this response. But it becomes necessary, as they approach adult working roles, for youth to develop a clearly defined, positive sense of who they are. We need to provide disadvantaged youth, especially young women, with more opportunities and guidance in defining for themselves and demonstrating to others their competence and maturity.

Disadvantaged youth may tend to be shaped in their growth by our expectations of them as much as by their hopes for themselves. Program planners might help youth more by dealing early in program curricula with the way participants feel people think of them and with specific training in self-presentation. In this way, youth can be guided into improved self-image and self-esteem.

Graphic display: p. 16

When do youth feel proud?

Almost 3 of 10 youth told us they feel proud when they accomplish something or succeed and when they do things on their own or get paid. About a quarter of them said they feel proud when they perform well: they do things right, win, excel, or do their best. Slightly fewer said they feel proud when they help or inspire others and when they get praise or attention.

White females mention giving help and getting praise 36% of the time, half again as often as any other group. Only 18% of White males, for example, gave this response. Females connect pride with accomplishments more than with performance at age 14-15; this preference increases with age. At age 14-15, males connect pride with performance more than with accomplishment; their preference reverses with age.

The difference between achievement and performance needs more attention than it has received. Young people often may be more concerned with their part in the process of work than they are with the end result. Some may come to value getting the job done, and may learn to devalue their own performance if they do not see the end result. Some youth may not value either their performance or their achievement unless they see how their work helps someone else or they win praise and recognition from others.

For many youth (and for many of us), doing a good job may not be its own reward. Program planners for disadvantaged youth might improve existing programs by designing them to draw directly on young people's personal source of pride and sense of self-worth.

Graphic display: p. 18

How do youth respond to criticism?

23% of disadvantaged youth told us they get angry or defensive when they are criticized. 19% said they evaluate, accept, or use criticism. 16% said they control themselves, listen to the criticism, or cope with it. 14% feel bad, hurt, or upset when they are criticized. 15% ignore or forget criticism, or simply leave when they hear it.

Overall, males say they get angry or defensive more often than females. All groups report angry and defensive responses less frequently as they get older. All groups report positive, productive responses more frequently as they get older. The differences by age and sex were smaller for Hispanics than for Blacks or Whites.

Controlled responses to criticism were low for 14-15 year old Hispanics, 8% compared to 16% of Black 14-15 year olds and 22% of White 14-15 year olds. Withdrawing responses for 14-15 year old Hispanics were high, 22% compared to 13% of Black and 15% of White 14-15 year olds. White females report feeling upset at criticism more often than any other group, 26% compared to 15% of Black females and 17% of Hispanic females. White males report withdrawing from criticism less often than any other group, 8% compared to 16% of Black and 18% of Hispanic males.

Responses to criticism vary according to sex, age, and race. Yet our expectations of youths' response to criticism tend to be consistent and unswerving. There is probably no direct way to measure the impact on young people of such uniform expectations conflicting with their own varied responses. But it seems unlikely that they feel criticism is intended to meet their unique, individual needs. Only one third of our disadvantaged youth say they respond to criticism in a way we would term positive.. This finding probably reflects the frequency with which they encounter truly constructive, individualized, and useful criticism.

Until we learn more ways to give youth practical feedback about their efforts to learn and grow, we will not be able to help them more than we do now. Clearly there is a need for continued research in this area. We need to win the trust of our young before we can teach them the skills they need to become autonomous and self-sufficient. Program planners for disadvantaged youth may want to learn new techniques in trust, cooperation, and feedback from psychologists and counselors who have developed group training techniques in this field.

Graphic display: p. 20

What do young people do for fun?

More than a third of young people told us they enjoy competitive sports. About one in five mentioned social activities; parties, dancing, being with or helping others, and going out with friends. Another fifth mentioned exercising, training, and going places outdoors.

Males named competitive sports as fun three times more frequently than females. Males mentioned sports four times more frequently than they named social activities. Female 16-18 year olds mentioned social activities twice as often as sports.

White males said they had fun in competitive sports much less often than Black or Hispanic males said this, but they mentioned social activities and non-competitive exercise much more frequently than Black or Hispanic males. White females mentioned exercise and other non-competitive activities much more often than Black or Hispanic females.

Recreational activities can help youth explore and clarify for themselves many facets of the adult roles they will grow into. Young disadvanaged women clearly tell us they prefer activities other than competitive sports. Minority males, on the other hand, stress competitive sports. Outreach programs historically have used this preference to draw disadvantaged minority males into the social fabric of schools and neighborhoods. What preferences can we use to draw disadvantaged females more successfully into the job marketplace, for example, where they remain underrepresented in many fields?

Many problems remain in the difficult task of translating youthful recreational interests into adult motivations at work. Avoiding competition to focus on cooperative and social activities may not always serve youth well: success at school usually requires isolated individual effort in an implicitly competitive environment for a limited number of high grades. On the other hand, equating competition with success at the expense of cooperation may be a mistake: many work situations require mostly teamwork and cooperation and do not benefit from isolated individual effort, however excellent.

The transition from school to work, from adolescence to adulthood, compels young people to place their values and skills in a new context. The more youth know about what is important to them and what they are able to do, the better they will weather this transition. Existing recreational programs, especially the summer programs, offer an intermediate context for values clarification training, skills identification, and group leadership instruction. Program planners for participant disadvantaged youth trainees (and the children they supervise) might want to incorporate these training elements into their plans.

Graphic display: p. 22

What do youth hate most?

Just over a third of disadvantaged youth told us that others' bad behavior is what they hate most: deceit, violence, injustice, discord, immaturity, lack of caring, manipulation. Almost 30% said being victimized by this kind of behavior is what they hate most. Less than 10% mentioned themselves or their own behavior.

Females told us they hated being victimized much more often than males told us this, 35% of 16-18 year old females, compared to 21% of 16-18 year old males. Both female and male Black youth mentioned being victims less often than White and Hispanic youth.

It is not surprising to find that young people name examples of violence, injustice and deceit as the things they hate most; it is distressing to hear that so many can relate their hatred of such behaviors to their own experience as the victims. Role identification as victim can ruin the chances young people have of leading full, productive lives. Program planners must find ways to help youth, especially young women, learn the attitudes and competence that will allow them to overcome the obstacles they face, and emerge from conflict situations secure in their identities as whole, effective persons.

Graphic display: p. 24

What is the worst thing that could happen to youth?

Almost a third of disadvantaged youth told us failure is the worst thing that could happen to them. They talked of failing academically, professionally, socially and personally. Twenty percent said the worst thing that could happen is to die. Some 15% mentioned loss of health, through illness or accident. Another 15% mentioned the loss of a family member, loved one, or friend.

Males mentioned loss of life or health much more often than females, 45% of 16-18 year old males, for example, compared to 24% of 16-18 year old females. Hispanic females mentioned failure twice as often as White females, 45% compared to 23%. White females mentioned loss of close ones almost five times as often as Hispanic females, 33% compared to 7%.

Until we know more about the fears our disadvantaged youth face, we cannot help youth deal with them. Social and economic circumstances can make some fears much more prevalent than others for different groups. Do disadvantaged males lead riskier lives than females, or are they simply more egocentric in their concern for their own lives and health? Do Hispanic females fear failure more than other groups do because of obstacles only they face or because of their own self-doubts? Why are White females so much more fearful of the loss of close ones than other groups?

Program planners for specific groups of disadvantaged youth might begin by identifying the fears that particular group expresses most often and by helping the youth where they are most fearful and most in need of help and guidance. Sensitive counseling at the outset of youth participation in school and work programs might make the difference between confronting and coping with fear or running away from it.

Graphic display: p. 26

What do youth wish for?

Almost half of disadvantaged youth told us they wish they could be competent or successful—generally, or in specific job or educational pursuits. One in five said they wish they could enjoy life and money: have things, travel, do what they want, relax. One in ten mentioned others in their wishes: helping to improve society, being with others.

Minority youth wished to be competent and successful noticeably more often than White youth. Black youth, both female and male, wished to enjoy life and money less often than Whites and Hispanics. Black and White females mentioned being with and helping others more often than Black and White males. Hispanic females gave this response noticeably less often than other groups.

The wishes youth express read, in their own words, like values they are having trouble finding in their lives. In these terms, half of disadvantaged youth appear to tell us they aren't sure they can reach their goals, become competent, finish school, or prepare for careers. One in five longs for a good, secure life, with some time to relax and enjoy it. And one in ten is concerned about relating to others: interacting, helping, and living as social beings.

The wishes (and perhaps the fears) named by disadvantaged youth are not extravagant, unreasonable, or impossible. Program planners for disadvantaged youth might improve the motivation of participants by focusing early in school to work projects on individual wishes and goals. In public youth may boast of a high hourly wage or the good life; in private, they tell us they want most the skills they need to succeed. If we can win their trust and help youth overcome barriers, they will have a better chance to make the wishes they have named come true.

Graphic display: p. 28

What do young people need?

More than 20% of young people told us they need love, care, and attention. Another 17% mentioned help and guidance. About 10% said young people need training, jobs, and a career; fewer than 10% mentioned either better education or recreation services.

Females mentioned love, care, and attention much more frequently than males — 32% of Hispanic females, for example, compared to 15% of Hispanic males. Blacks and Hispanics told us young people need training, jobs, and a career more often than Whites.

Four of 10 disadvantaged youth tell us young people need love and guidance; only about 10% mention each of the following: work, education, and leisure. In our efforts to provide our young people with what we think they need to succeed, we may be overlooking what they say they need most.

In a tough economic marketplace, it is hard to look at less tangible and countable factors than jobs, wages, and the bottom line for government spending. But the needs our youth mention first and most frequently are intangible and uncountable: caring and guidance. If we believe what they tell us about their needs, we may want to plan a new emphasis in our job readiness programs on the caring and helping support structures that characterize family and counseling relationships.

Graphic display: p. 30

What should young people do?

More than 1 of 3 youth told us they think young people should grow up and become more mature. About 1 in 10 said youth should behave, be respectful, and obey their elders; another tenth told us young people should relate well with others. Only 16% said young people should go to school or work.

Males mentioned school and work more frequently than females. Black and Hispanic females said young people should respect, obey, and behave more than twice as often as White females.

The moral imperatives of disadvantaged youth, the "should's" and the "ought to's", are different from what conventional wisdom predicts. Almost 6 of 10 youth tell us young people should concentrate on their own personal and social development. They seem much more holistic and much less concrete and practical than many of us had supposed.

What young people think they ought to be doing with their time is clearly a major consideration in program planning for them. We might be able to motivate them better if we focus more on showing them how to discipline themselves as individuals and as members of society. Some of the traditional aspects of character building and social skills may serve them better than more lenient tolerance of unproductive attitudes and habits. They seem to think so.

On the other hand, the limited life experiences of disadvantaged youth may keep them from discovering what specific knowledge and skills will serve them best in the future and from knowing what rewards they can earn from their studies and from work. We might do well to teach disadvantaged youth more about the nature of the social contract: the balance between what they need from society and what they have to offer society in return. It is possible that only in such a context will they be able to live up to an employment contract: the balance between what they want from a job and what their employers expect from them.

Graphic display: p. 32

Who are the people that youth respect?

Four of 10 disadvantaged youth told us the people they respect are their parents or family. Two of 10 said the people they respect are those who respect them or who help them. Some 14% mentioned their elders or adults in general.

As they get older, Black and White youth say less often that the people they respect are their parents and family. Hispanic youth, as they get older, more often say they respect parents and family. At age 16-18, Hispanics mention family more often (53%) than Whites (44%) or Blacks (34%). All groups of youth say much less often as they get older that their elders are the people they respect. At age 16-18, Blacks mention their elders twice as often as White youth.

Those people who respect and help youth get respect in return much more often as youth get older. Females return respect for respect more often than males. Black youth gave this response more often than Whites or Hispanics. White males said they respect those who respect and help them less often than any other group, 3% compared to 20% of Hispanic males and 22% of Black males.

While respect is not the only measure of communication and tolerance, it may provide a vital indication of how much openness and candor are available in a learning environment. Black youth seem noticeably more inclined than other groups to respect their elders and those who respect and help youth. White males seem unusually disinclined to do this. Their words contradict widespread opinion about the differences between these groups.

As youth reach the age of leaving home, the people they respect are no longer so automatically the people in parental or adult authority roles. Disadvantaged youth need to learn new ways to define whom they will respect and why. We must help them find these new ways to relate to the adult world.

Program planners for disadvantaged youth, especially those in school to work transition programs, may need to develop new techniques for relating to school obligations or job contracts. Youth may need to reassess the basic give and get of their relationships in society. Job programs may have to provide role models of respectful behavior and attitudes before disadvantaged youth can be expected to emulate them.

Graphic display: p. 34

When are youth embarrassed?

Almost half of disadvantaged youth told us it's embarrassing when they do something wrong in public: fail, lose, err; fall, trip, get hurt; appear foolish or uninformed, or look wrong. Almost a third of disadvantaged youth said they are embarrassed when they are abused, mocked, yelled at, laughed at, or deliberately humiliated.

Overall, disadvantaged female youth mention embarrassment from public abuse or mockery more often than male youth. Hispanic females gave this response as often as they mentioned their own errors or shortcomings. The response of disadvantaged male youth changed more with age than the response of female youth. As they get older, male youth say they are embarrassed less often because of their own mistakes and more often because of the abuse or mockery of others. White youth, both female and male, mention their own shortcomings more often than other groups; Hispanics mention their own shortcomings less often.

Disadvantaged youth let us know clearly that they want to learn the skills to adjust, perform, and succeed in society without calling attention to their shortcomings and errors. Adolescence appears to be an awkward and self-conscious age for many. We may need to find gentler and less public ways to help them correct their errors and moderate their behavior. They may need more non-competitive learning environments in which to learn social skills, skills that don't succeed or entertain at the expense of another's loss or embarrassment. Program planners might want to introduce training in group behavior at the beginning of school and work related youth projects.

Graphic display: p. 36

When do young people feel happy?

More than a third of disadvantaged youth told us they feel happy when they are a part of society: they help or inspire others, their friends, family and those around them are happy, or they get praise or attention. Another 28% said they are happy when they feel satisfied: they do what they enjoy, have what they want, or feel good about themselves. Only 15% mentioned accomplishing or achieving something; 11% mentioned performing well: doing things right or excelling.

Females connected happiness with belonging to society almost twice as often as males. The difference is greatest for White females and males, 55% to 20%. Males connected accomplishing and achieving with happiness more often than females. Again the difference is greater for Whites than for Blacks or Hispanics: 31% to 13%. Males also mentioned performance more often than females; however, the difference here was greater for Black and Hispanic than for White youth.

All groups of youth, except White males, mentioned being a part of society or satisfying themselves more frequently than they mentioned accomplishing things or performing well. For females the ratio is at least 3 to 1. The difference between what makes young men happy and what makes young women happy must have an impact on their differing attitudes towards work, education, and leisure.

Program planners need to learn more about the different sources of happiness for disadvantaged youth if rewards and motivation are to be built into programs designed for them. Participants themselves need to analyze their individual values and goals in order to develop a positive and productive approach to school and work experiences. Guided values clarification and goalsetting at the beginning of youth programs can make school and work experiences more useful and enjoyable for young participants.

Graphic display: p. 38

What do youth do when they are angry?

32% of disadvantaged youth told us they react and express their anger: they take it out on others, get loud, hit things, lose control. 24% said they isolate themselves and withdraw from others. 17% said they control or hide their anger and cope with it. 10% mentioned being active and forgetting their anger. 8% said they feel strong emotion: wanting to strike back, loss of control, upset, crying.

White youth, both male and female, say they express anger when they feel it much more often than Blacks and Hispanics do, 45% of 16-18 year old Whites compared to 25% of Blacks and 28% of Hispanics. White youth say they withdraw and isolate themselves when they are angry much less often than Blacks and Hispanics do, 15% of 16-18 year old Whites compared to 31% of Blacks and 29% of Hispanics.

Females withdraw from anger more often than males at age 14-15, 24% compared to 18%. As they get older, female youth withdraw from anger more and more; males do not. At age 16-18, the difference widens to 33% for females and 19% for males. At this age, Blacks and Hispanics say more often that they withdraw from anger than they express it. White youth, at this age, say they express anger 3 times as often as they withdraw from it.

At age 14-15, males and females say with equal frequency that they cope with, control, and hide their anger. But at they grow older, females respond this way less often, males more often. As they get older, females are also less likely to become active and forget their anger. Males at 14-15 give this response more often than females, and the male response rate does not go down as they get older.

These findings are dramatic indications of the imbalances that remain in the experiences of our youth. White youth clearly feel more at liberty to express their anger than minority youth. It is possible that White youth are referring to sudden anger and minority youth are referring to more generalized, chronic anger. Minority youth, especially females, withdraw when they are angry much more often than White youth.

Popular culture often portrays disadvantaged minority youth as disaffected or as aggressively hostile. This portrayal is doubly unfortunate. If these young people are seen as angry and vocal, and if they hold in as much anger as they express, how much worse their lot must be and how much more legitimate their rage.

An angry youth cannot join society freely: he or she can only be coerced. We must learn to acknowledge, deal with, and resolve the anger of our youth if we hope to help them join our ranks as productive workers and citizens. Program planners need to begin youth projects by dealing with emotional barriers to learning.

Graphic display: p. 40

How would youth spend a million dollars to help other young people?

Almost 4 of 10 young people gave general helping responses to the question: "What would you do if you had a million dollars to help youth?" Two of 10 said they would provide jobs or improve existing jobs. Some 16% said they would provide recreation and recreational facilities. Only 7% said they would improve education.

Different groups responded similarly to this question. The exception is that White youth, especially 14-15 year olds, mentioned recreation much more frequently than Blacks or Hispanics.

When they talk about actually spending money, disadvantaged youth mention jobs and recreation about twice as often as they did when they talked about what young people need. The helping responses match up closely with the caring and guidance young people told us they need. Helping responses are more frequent than job and education concerns combined.

Young people continue to identify needs and concerns beyond concrete examples of work, education, and leisure, although they are not as specific as we might like. We may need to continue our research efforts until we have a better understanding of what they want from us, so that we can improve our ability to help them become successful adults.

Graphic display: p. 42

Why do some young people have drug and alcohol problems?

About a fourth of disadvantaged youth told us that some young people have drug or alcohol problems because of patterns or problems beginning at home. Their reasons include parents' ignoring or abusing children, family and home problems, and drug or alcohol abuse by parents. About a fifth of youth said that some young people have drug or alcohol problems because of personal problems: they use drugs or alcohol to escape or cope, they can't (or won't) cope, or they have other personal conflicts. A sixth of youth thought that social pressures caused the drug and alcohol problems of some young people. Less than a tenth mentioned lack of judgement or control as the cause of drug and alcohol problems among youth.

Female youth, more often than male youth, mentioned parents and family or personal problems as the cause of drug and alcohol problems. White youth said alcohol abuse was caused by personal problems more often than Blacks or Hispanics did: 31% of 16-18 year old Whites, for example, compared to 20% of Blacks and 19% of Hispanics. Hispanic 16-18 year olds said drug abuse was caused by personal problems less often than Blacks or Whites did: 9% compared to 19% of Blacks and 24% of Whites.

Social pressures were blamed for drug problems most often by 14-15 year old Black youth, 24% compared to 15% of White or Hispanic youth. Social pressures were blamed least often by female Hispanics for alcohol abuse: 9% compared to 13% of female Whites and 17% of female Blacks.

Black youth said drug and alcohol problems stem from poor judgement and lack of control less often than other groups. White females also avoided this explanation more than other groups. Hispanic youth favored this explanation; 16-18 year old Hispanics blamed drug problems on poor judgement and lack of control 13% of the time, compared to 7% of 16-18 year old Whites and 6% of 16-18 year old Blacks.

Why do White youth blame personal problems more than Blacks or Hispanics do? Are young Blacks more susceptible to social pressures than others? Do disadvantaged Hispanic youth expect better judgement and self-control from themselves and others than Blacks or Whites do? Why do females blame drug problems more on parents and families than males do? Further research in this area is needed.

Graphic displays: pp. 44 46

Why do young people have personal problems?

Almost a fourth of disadvantaged youth told us that some young people have personal problems because their parents neglect or mistreat them or because of other family problems. One fifth of them said some youth have personal problems because they can't or won't cope. One sixth blamed poor judgement and lack of self-control for the personal problems of youth. One tenth of them traced the personal problems of youth to general neglect or mistreatment.

White youth, especially females, tell us more often than minorities that the personal problems of youth stem from parental or general neglect and mistreatment. Black and Hispanic males offer this explanation least often. Black females say more often than Black males that some youth have personal problems because they can't or won't cope with difficulties. Hispanic males offer this explanation more often than Hispanic females. Hispanic youth, both male and female, attribute the personal problems of youth to poor judgement and lack of self control more often than other groups do: 24% of 16-18 year old Hispanics compared to 17% of Whites and 12% of Blacks.

Disadvantaged youths' explanations of the problems of their peers provide us with more than first hand accounts of the origins of such problems. These explanations alert us as well to the ways in which all youth see themselves as vulnerable. Their responses provide an index to the factors which they see as stabilizing or disrupting their lives.

Programs for disadvantaged youth must face the task of helping them deal with problems that might otherwise interfere with their learning, work, and leisure. Those youth with a history of neglect and mistreatment at home or in neighborhoods and schools may need careful training in judgement, self-control, and coping strategies. They may need to abandon old survival strategies for new ways to learn and grow in secondary schools, on the job, and in their free time.

Graphic display: p. 48

Where would youth turn with personal problems?

Almost a third of disadvantaged youth told us they would seek out someone or seek help if they had a personal problem. They named individuals or mentioned qualities: professional, helpful, trustworthy, older, experienced, friend, close one. Slightly fewer said they would turn to their parents. About a fifth of youth said they would deal with personal problems themselves.

Minority females said they take personal problems to parents more often than to others. Minority males said they turn equally to parents and others. White youth mentioned qualified help from others much more often than they mentioned their parents: 38% to 18% for White males, and 48% to 19% for White females. White males said they would deal with personal problems themselves more often than any other group, 31% compared to 23% for Black and Hispanic males.

The findings here appear to contradict conventional wisdom about minority families. The data suggest a stronger family structure among minority disadvantaged than among White disadvantaged youth. The racial differences here may have as much to do with young people's expectations of help from outside their families as with their desires.

The views of youth must be kept in mind by those who plan programs for them. Minority disadvantaged youth say they are more inclined to reach out to family than to outsiders for help with personal problems. Until we can win their trust in public and private sector youth programs, they are not likely to bring their problems to us. Youth program staff need to learn new and better ways to listen to and counsel youth. Staff training in listening, counseling, and problem-solving skills will benefit projects designed to help youth cope with school and work more successfully.

Graphic display: p. 50

How do youth relate to senior citizens?

Three of 10 disadvantaged youth told us they relate positively to senior citizens: they like and value old people, feel sympathy for them, communicate with them, and are accepting and considerate of them. About a fifth of youth report a polite or respectful attitude toward the elderly. Another fifth report active participation in the lives of senior citizens: helping, visiting, doing things together. One in 10 said they relate poorly to senior citizens, avoid interaction with them, or simply have no contact at all.

More female than male youth told us they relate positively to senior citizens, especially White females. Noticeably more Black than White or Hispanic youth said they participate actively in the lives of old people, helping, visiting, and doing things together. Black and White females mentioned participation of this kind more often than Black and White males, but Hispanic males mentioned interacting with senior citizens more often than Hispanic females.

More male than female youth told us they are polite and respectful to senior citizens. More male than female youth also said they don't relate well to senior citizens, and more males than females gave no response to this survey item. Far fewer Black than White youth said they don't relate well to old people, 9% of Black males, for example, compared to 23% of White males. More minority than White youth gave no response to the survey item, 16% of Hispanic and 13% of Black 16-18 year olds, for example, compared to 5% of White 16-18 year olds.

Three of four disadvantaged youth said they can relate to senior citizens: they are polite or respectful, feel positively towards them, or are actually helpful. This finding encourages those projects that seek to bring together two human resources formerly outside the mainstream of America's work force: the energy of youth and the wisdom of age.

But program planners for these projects need to be especially sensitive to the personal needs of both youth and age. Only those youth who have already helped, visited, and interacted with old people are likely to work successfully with them at first. Some politeness and respect from youth may hold senior citizens at a distance rather than being a sign of approach. Some youth want nothing at all to do with old people. Careful screening of participants could mean the difference between successful and unsuccessful programs that bring youth and age together.

Graphic display: p. 52

What is most important to youth?

One of 4 young people told us their personal well-being is the most important thing to them; another fourth said people they care about are most important. About 2 of 10 mentioned achievement and success, in jobs and careers, or in general. One of 10 named education or learning as the most important thing to them. Another tenth described social concerns: love and companionship, helping and understanding others, and being respected.

There were some sharp differences between groups of youth. For example, 30% of 16-18 year old Blacks mentioned personal well-being, but only 12% of 16-18 year old Hispanics did so. Black females listed education and learning twice as often as social concerns. This ratio was reversed for White females.

Why is it that half our disadvantaged youth talk about the general welfare of themselves and those close to them, and less than half mention success at work, education and leisure? Is it possible that the difficulties of their lives focus them on their own needs but keep them from dealing with these needs productively? The differences among them may result more from the obstacles different groups face than from any deep-rooted internal differences.

The challenge we face is a formidable one. If we wish to win the trust of disadvantaged youth and to persuade them to be guided by us, we must find a way to respond to the immediate needs they present to us. Only if we can reduce today's pressure on them can we find the space in which to guide them in working towards a better tomorrow. Program Planners for disadvantaged youth might want to deal first with the expressed concerns of youth, and, from this beginning, guide them in acquiring the confidence and competence we see they will need in the future.

Graphic display: p. 54

How will it be for today's youth when they are 30?

Less than 4 of 10 young people said they will be married, have families and homes, or be settled into roles that combine family and job interests, when they are 30 years old. Two of 10 said they will be in a work role, in a specific career, or have their own business. Some 17% mentioned being happy, successful, fulfilled, active, or concerned with age and health.

There were some striking differences among groups of youth. Markedly more Whites than Blacks or Hispanics expect to be married or settled when they are 30. Only 23% of Black males mentioned marriage and settling down, compared to 38% of White males. 42% of Black females mentioned marriage and settling down, compared to 60% of White females. More White than minority males see themselves in a work role at 30, but fewer White than minority females.

The future dreams of our disadvantaged youth seem much like the dreams we all have for our lives. But differences among groups of youth tarnish the dream. The differences between sexes and among races may stem more from their own realistic expectations and from economic and cultural pressures on them than from any difference in desire.

The American dream of education, job, family, home, and leisure has come true for a higher and higher percentage of our young people, with a special lift in 1954. Now that dream may be receding for some of our disadvantaged youth. If we want our youth to join the mainstream of American life, we must plan programs for them that persuade them and show them how to succeed in finding a place in the sun.

Graphic display: p. 56

BACKGROUND INFORMATION FOR THE GRAPHIC DISPLAYS

There is a two page display for responses to each personal and social issue item from the youth survey. The page location of each display is noted in the table of contents and in the discussion of each item. The displays may become available as 11x17 inch horizontal posters. Inquiries should be directed to the project coordinator.

The name of the survey item appears at the top left of each display, immediately above a symbol that represents the content area of the item. There are symbols for school related, job related, personal issue, and social issue items.

To the right of the symbol you will find a key to the bar charts and verbal descriptions keyed to the bar charts. • marks differences by age and race. ★ marks differences by sex and race. ■ marks differences by sex and age.

To the far right of the symbol is a pie chart that displays the percent of responses from all youth that fall into a particular category. The total number of all respondents was 1265. The category marked "other" includes small miscellaneous categories, unclassifiable responses, and the number of respondents who gave no answer at all.

Responses Displayed by Age and Race

On the left hand page is a chart of responses broken down by age (14-15 and 16-18) and by race (Black, White, and Hispanic). The number of respondents in each group includes:

14-15 Year Olds		16-18 Year Olds	
Black	305	Black	401
White	118	White	164
Hispanic	102	Hispanic	100

Responses Displayed by Sex and Race

On the right hand page, below the pie chart, is a chart of responses broken down by sex and race. The number of respondents in each group includes:

Females		Males	
Black	357	Black	349
White	156	White	126
Hispanic	100	Hispanic	102

Responses Displayed by Sex and Age

On the right hand page at the bottom is a chart of responses broken down by sex and by age. The number of respondents in each group includes:

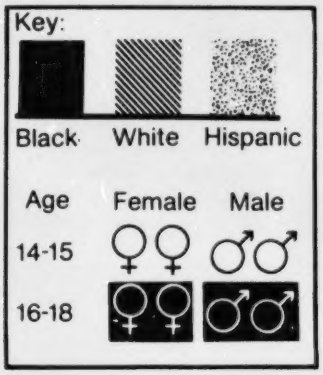
Female		Male	
14-15 Year Olds	266	14-15 Year Olds	296
16-18 Year Olds	378	16-18 Year Olds	325

At the bottom of each chart, in white against a dark background, are shown the chi square, degrees of freedom, and significance figures. The significance figure shows the number of times in 10,000 that the results in the chart could have been reached by chance.

A significance figure of .0500 (results could be by chance 1 time in 20) is considered acceptable by social scientists. A figure of .0050 (1 time in 200) is considered excellent. A figure of .0005 (1 time in 2,000) is considered outstanding. While most of the charts display data at well above the acceptable significance level, a few of the charts do not quite meet this standard. The significance figures for these charts are marked with an asterisk.

In all charts, younger adolescents are shown before older ones. Racial groups are shown beginnning with the largest group represented in the sample population (and in the total SPEDY population) and ending with the smallest. Females, who outnumbered males slightly, are shown first.

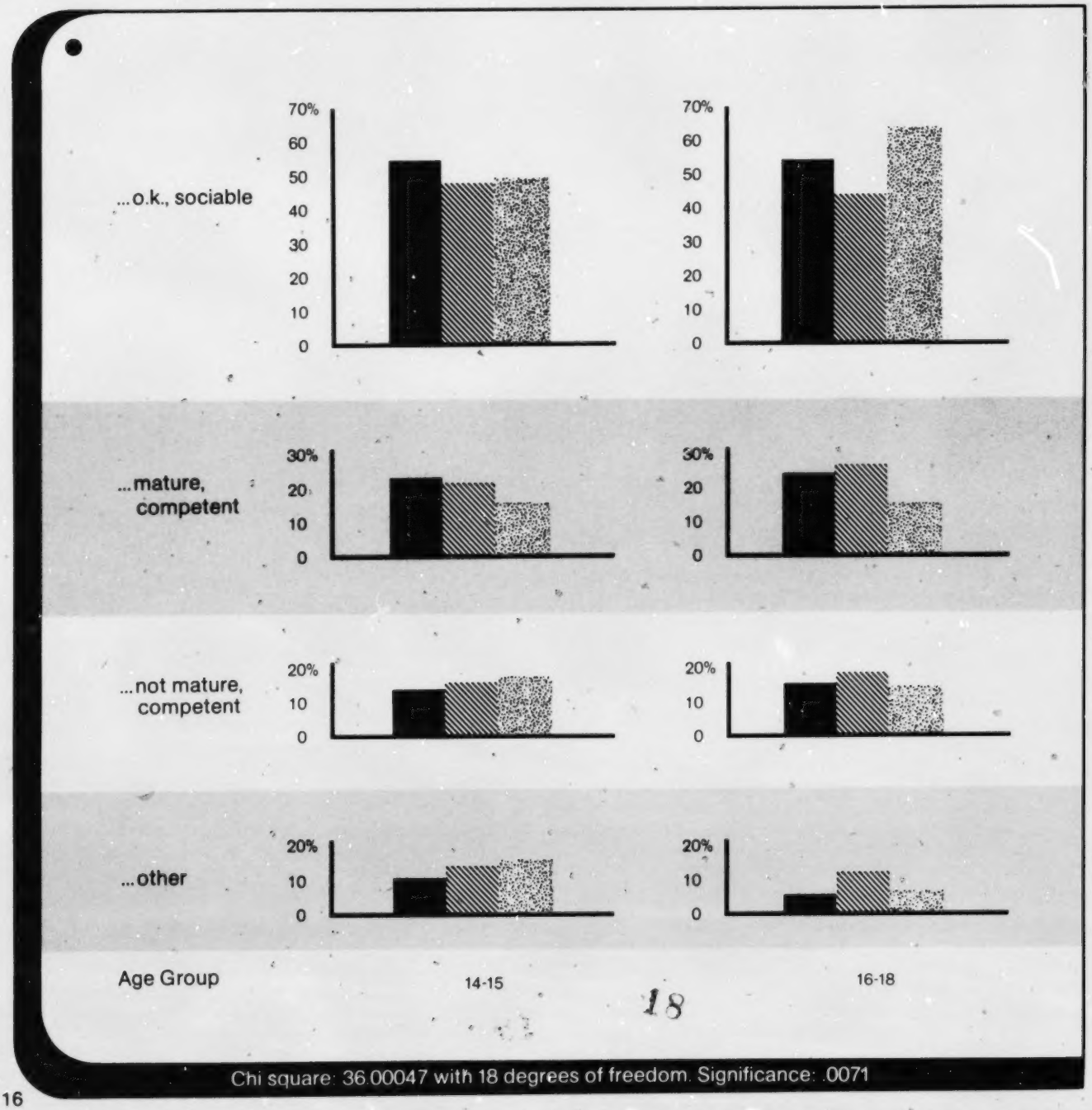
People think of me as...



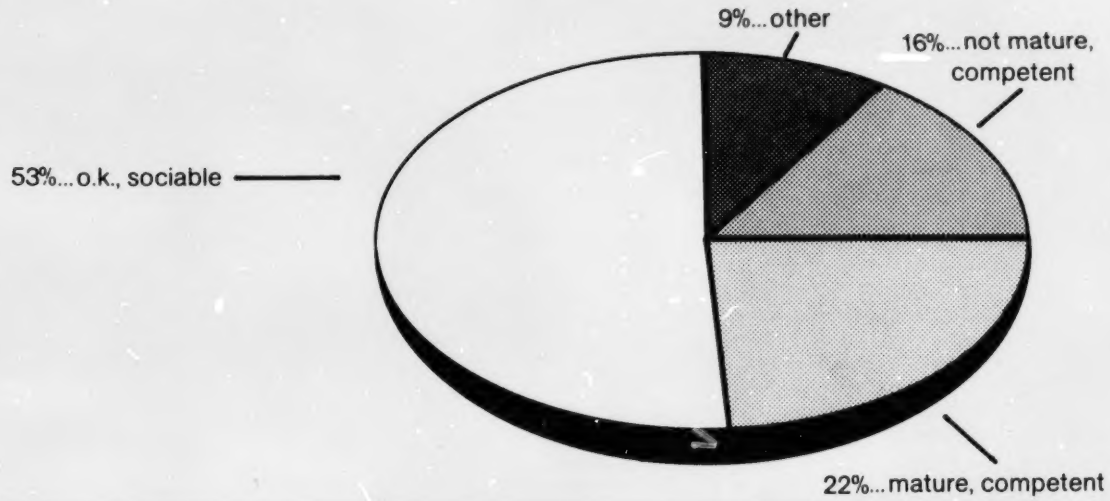
... *o.k., sociable* mentioned by • fewer Whites than Blacks or Hispanics, fewer 16-18 than 14-15 year old Whites, more 16-18 than 14-15 year old Hispanics, * more male than female Whites and Blacks

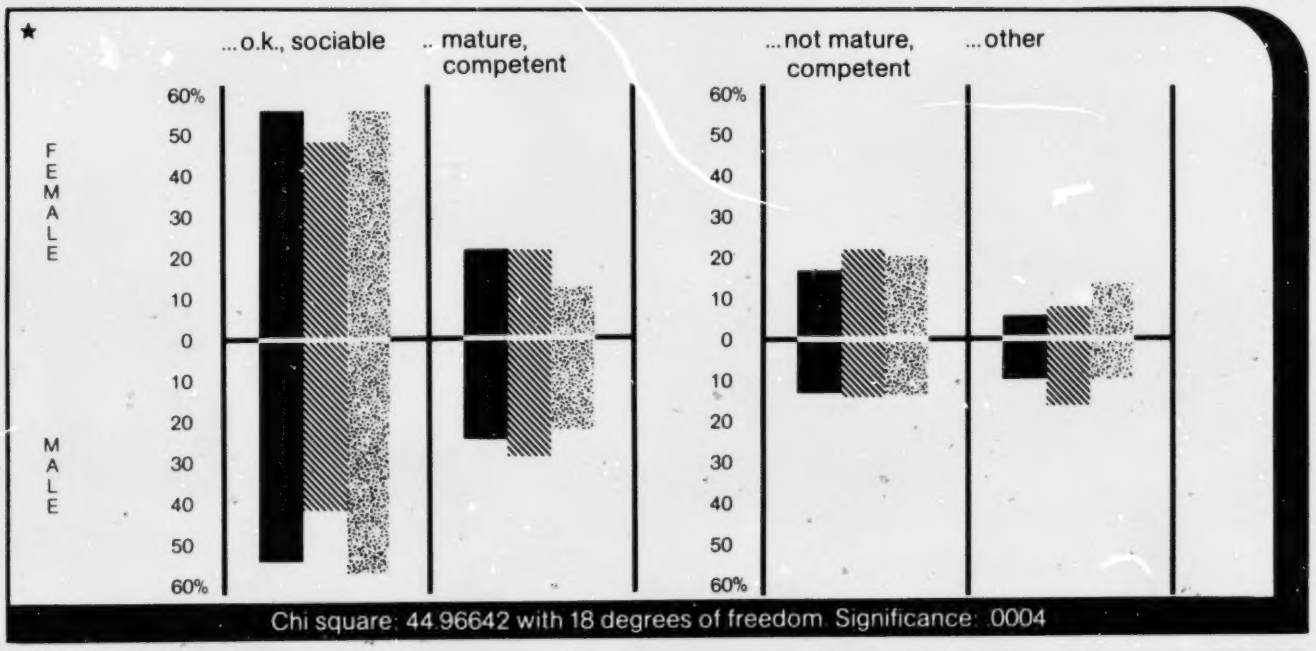
... *mature, competent* mentioned by • fewer Hispanics than Whites or Blacks, more 16-18 than 14-15 year old Whites and Blacks, fewer 16-18 than 14-15 year old Hispanics, * more males than females

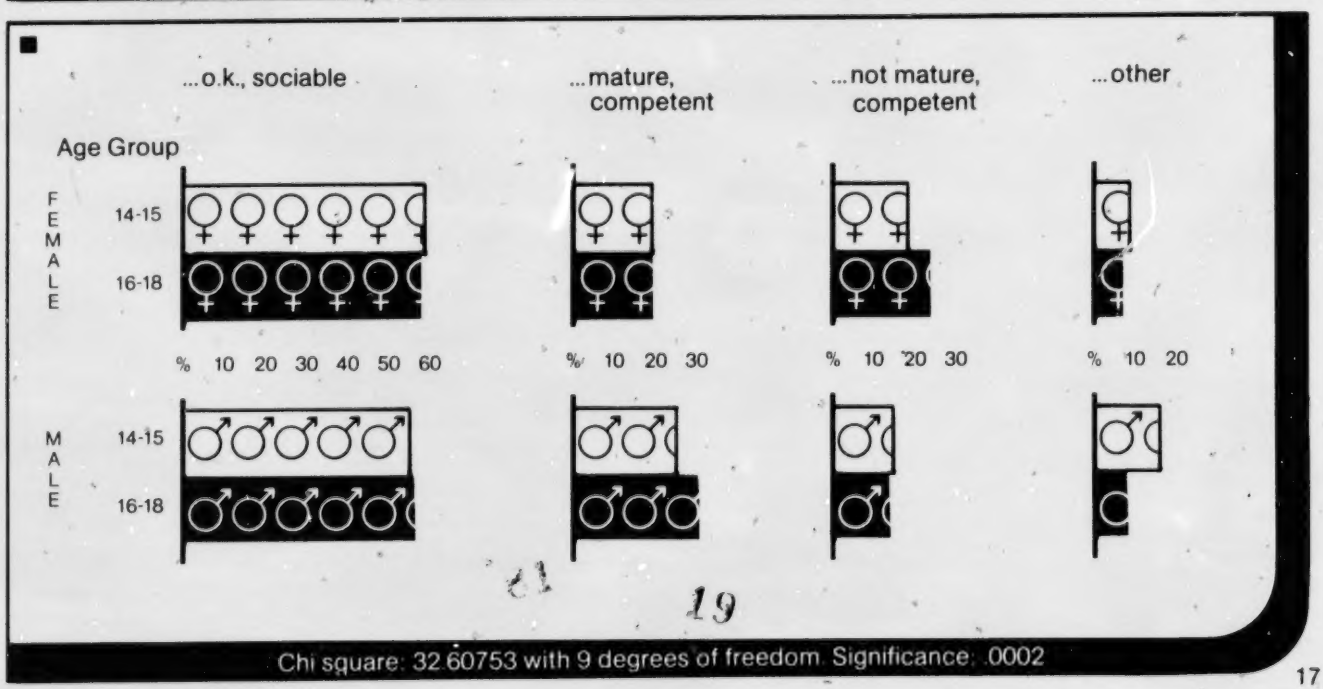
... *not mature, competent* mentioned by • more Hispanic than White or Black 14-15 year olds, fewer Hispanic than White or Black 16-18 year olds, more 16-18 than 14-15 year old Blacks and Whites, fewer 16-18 than 14-15 year old Hispanics, * more females than males



Chi square: 36.00047 with 18 degrees of freedom. Significance: .0071


9%...other
16%...not mature, competent
53%...o.k., sociable
22%...mature, competent

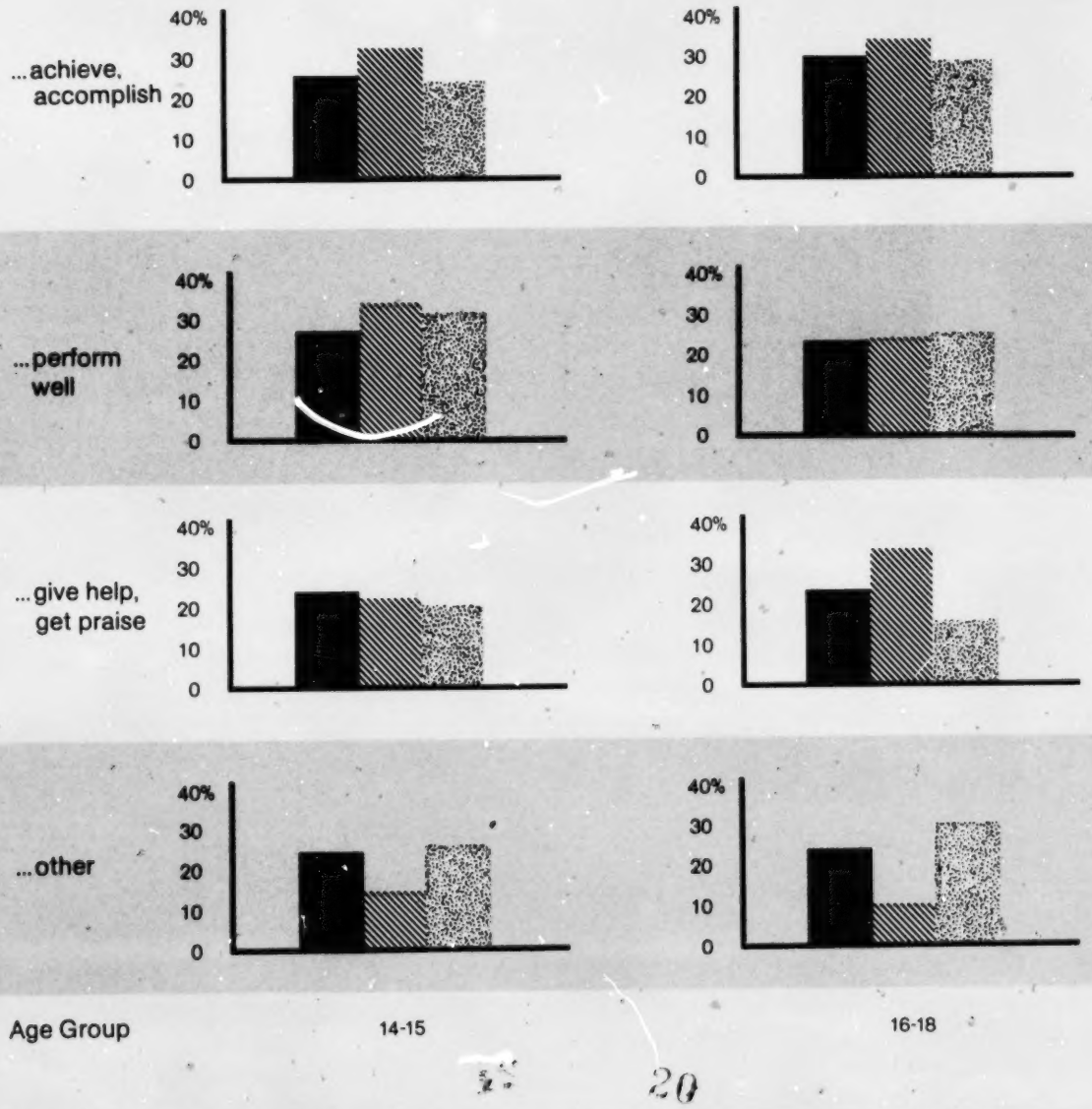

★
...o.k., sociable
.. mature, competent
...not mature, competent
...other
FEMALE
MALE
60%
50
40
30
20
10
0
10
20
30
40
50
60%
Chi square: 44.96642 with 18 degrees of freedom. Significance: .0004


■
...o.k., sociable
...mature, competent
...not mature, competent
...other
Age Group
FEMALE
MALE
14-15
16-18
% 10 20 30 40 50 60
% 10 20 30
% 10 20 30
% 10 20
Chi square: 32.60753 with 9 degrees of freedom. Significance: .0002

I feel proud when I ...

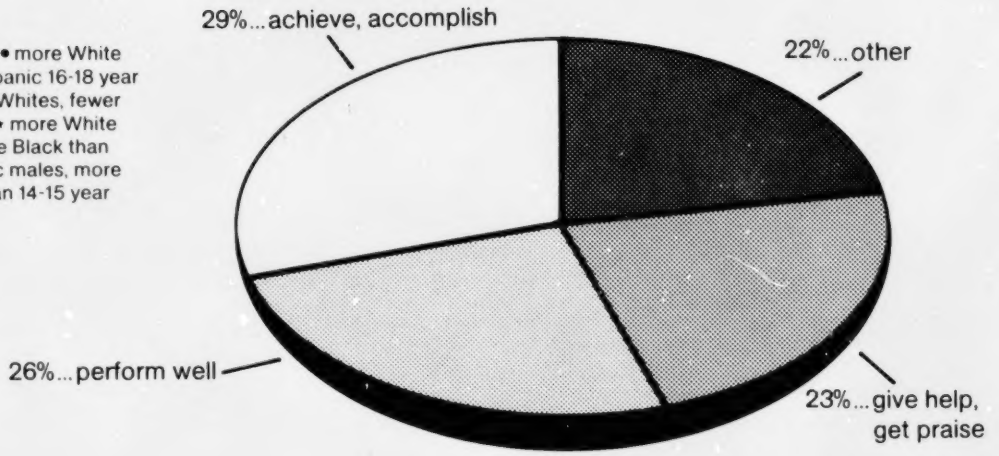
... *achieve, accomplish* mentioned by • more Whites than Blacks or Hispanics, more 16-18 than 14-15 year olds, ⋆ more female than male Blacks and Whites

... *perform well* mentioned by • more White than Hispanic and more Hispanic than Black 14-15 year olds, fewer 16-18 than 14-15 year olds, ⋆ more Hispanic than Black or White females, more White than Black or Hispanic males, more male than female Blacks and Whites, more female than male Hispanics

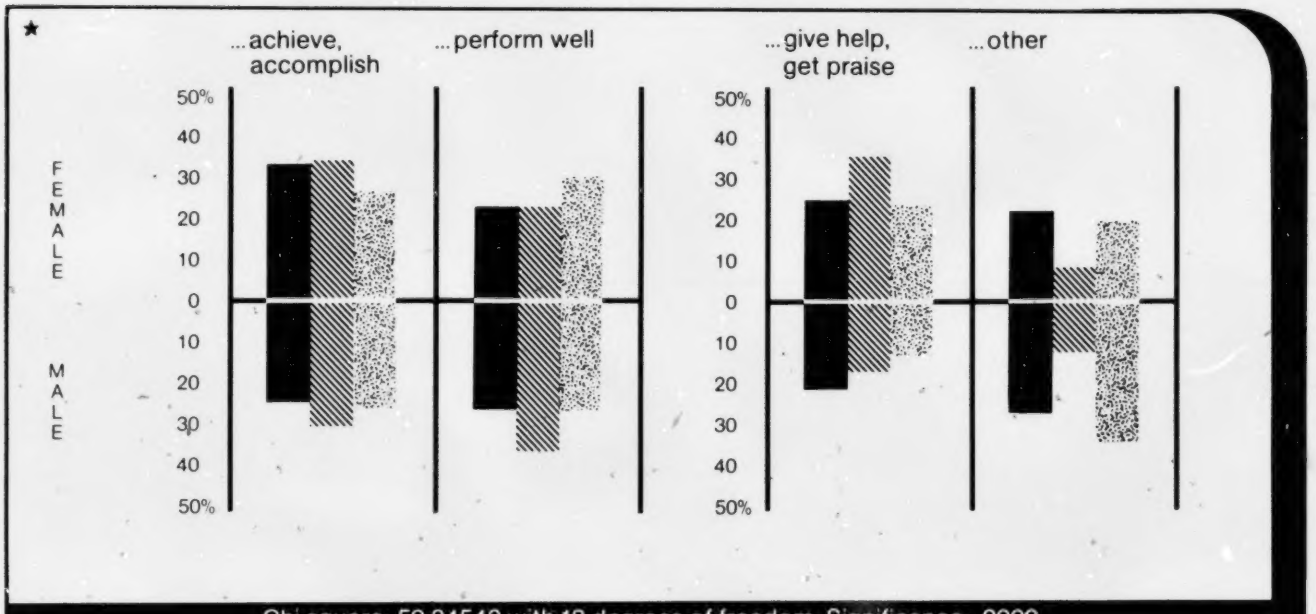


Chi square 37.69662 with 18 degrees of freedom. Significance .0042

...*give help, get praise* mentioned by • more White than Black and more Black than Hispanic 16-18 year olds, more 16-18 than 14-15 year old Whites, fewer 16-18 than 14-15 year old Hispanics, ⋆ more White than Black or Hispanic females, more Black than White and more White than Hispanic males, more females than males, ▪ more 16-18 than 14-15 year old females

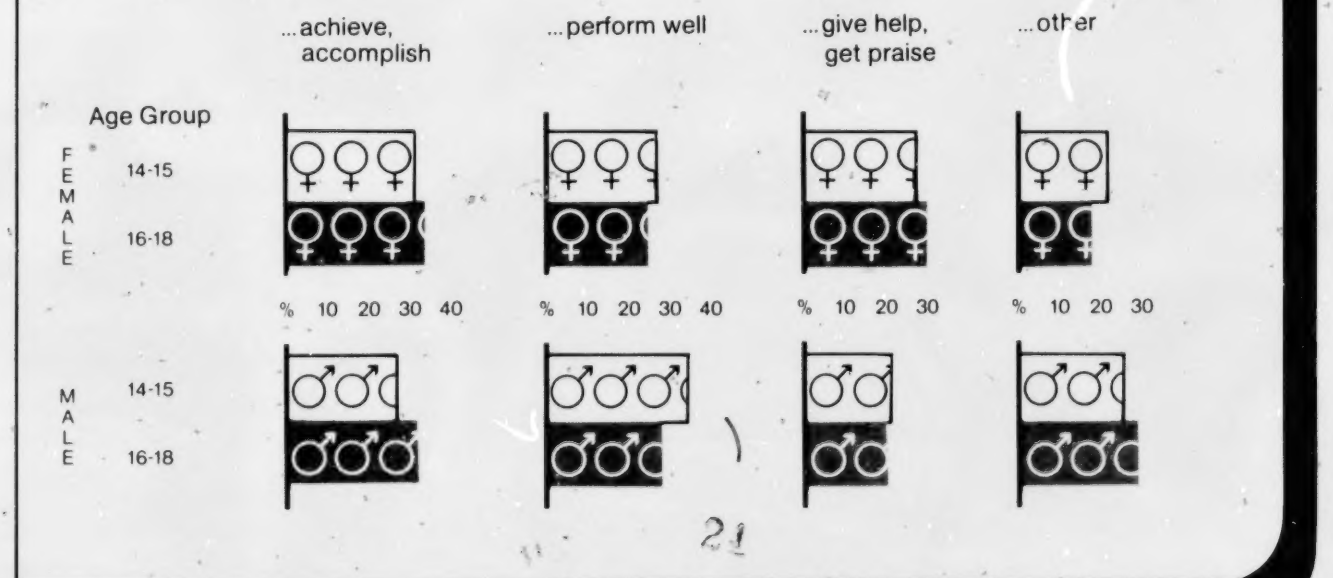


⋆



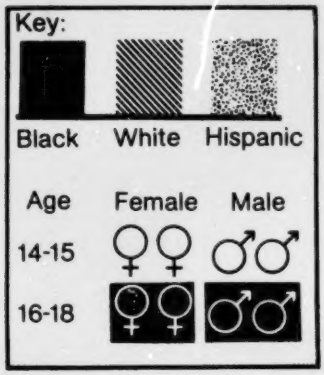
Chi square: 59.24542 with 18 degrees of freedom. Significance: .0000

▪



Chi square: 32.62500 with 9 degrees of freedom. Significance: .0002

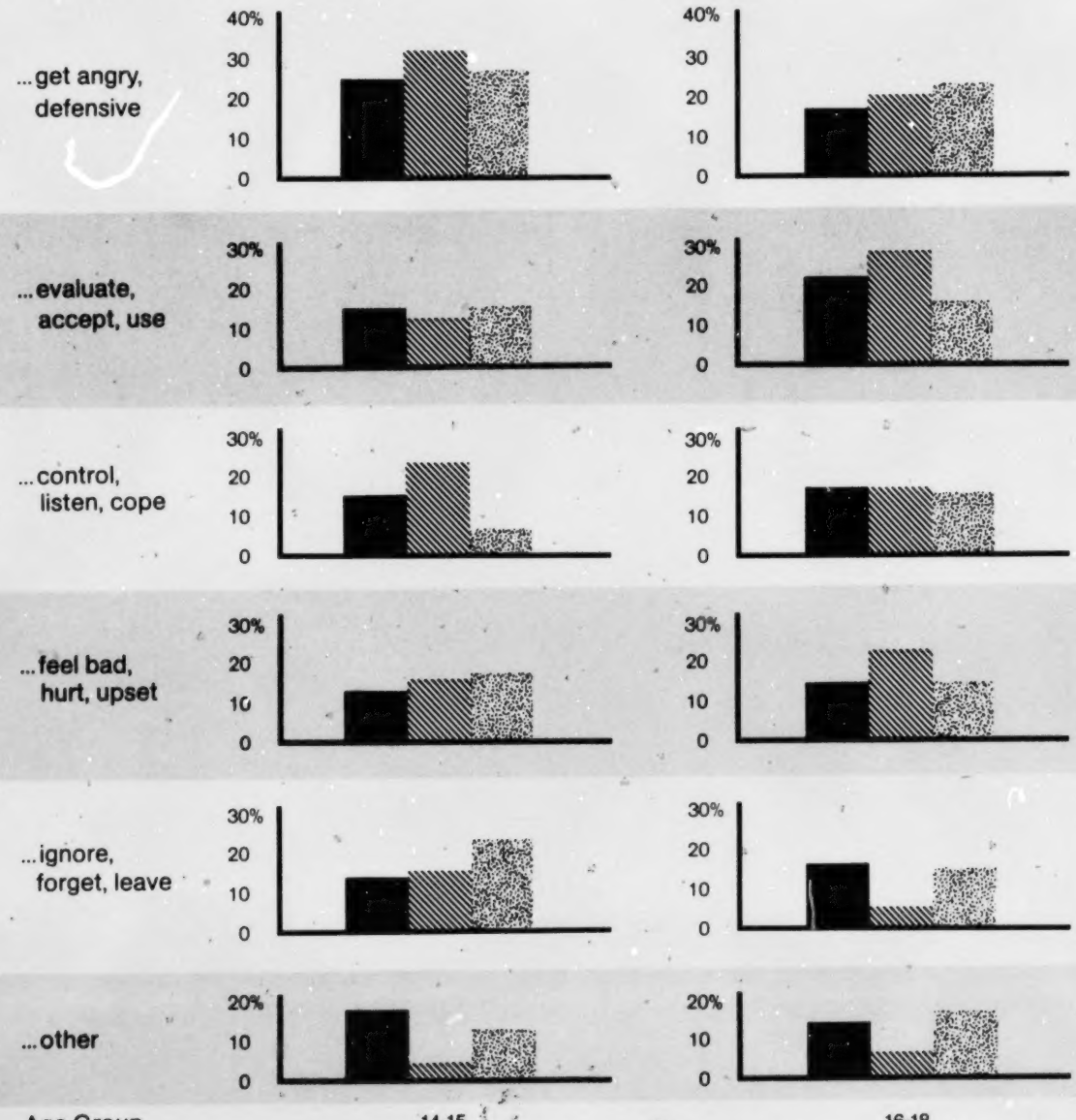
When I'm criticized, I...



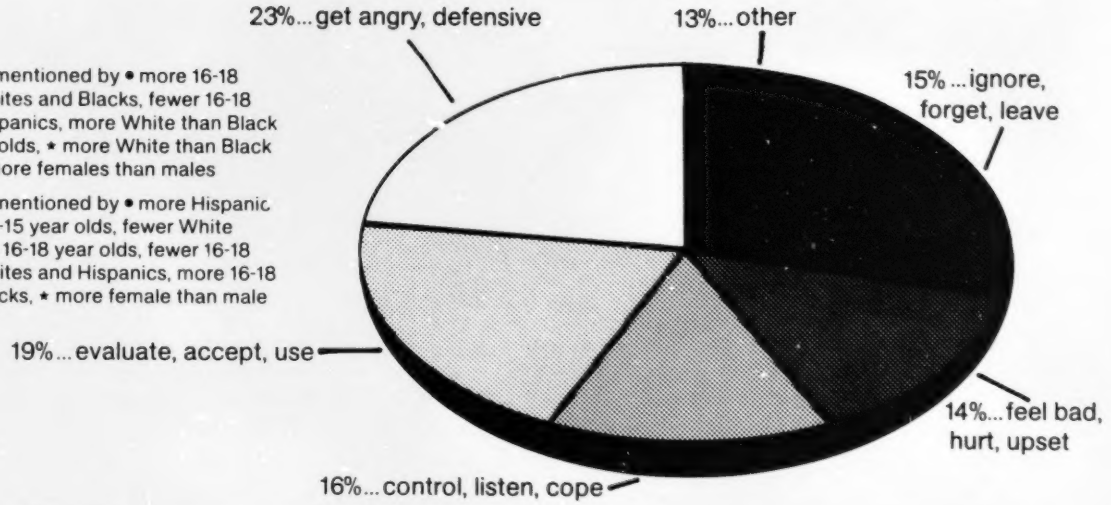
... *get angry, defensive* mentioned by • fewer 16-18 than 14-15 year olds, ⋆ more males than females, more Hispanic than Black or White females, more White than Black or Hispanic males

... *evaluate, accept, use* mentioned by • fewer White than Black or Hispanic 14-15 year olds, more White than Black or Hispanic 16-18 year olds, ⋆ more female than male Blacks and Whites, more male than female Hispanics, ▪ more 16-18 than 14-15 year olds

... *control, listen, cope* mentioned by • fewer Hispanics than Blacks or Whites, more 16-18 than 14-15 year old Hispanics and Blacks, fewer 16-18 than 14-15 year old Whites, ⋆ more females than males, ▪ more 16-18 than 14-15 year old males



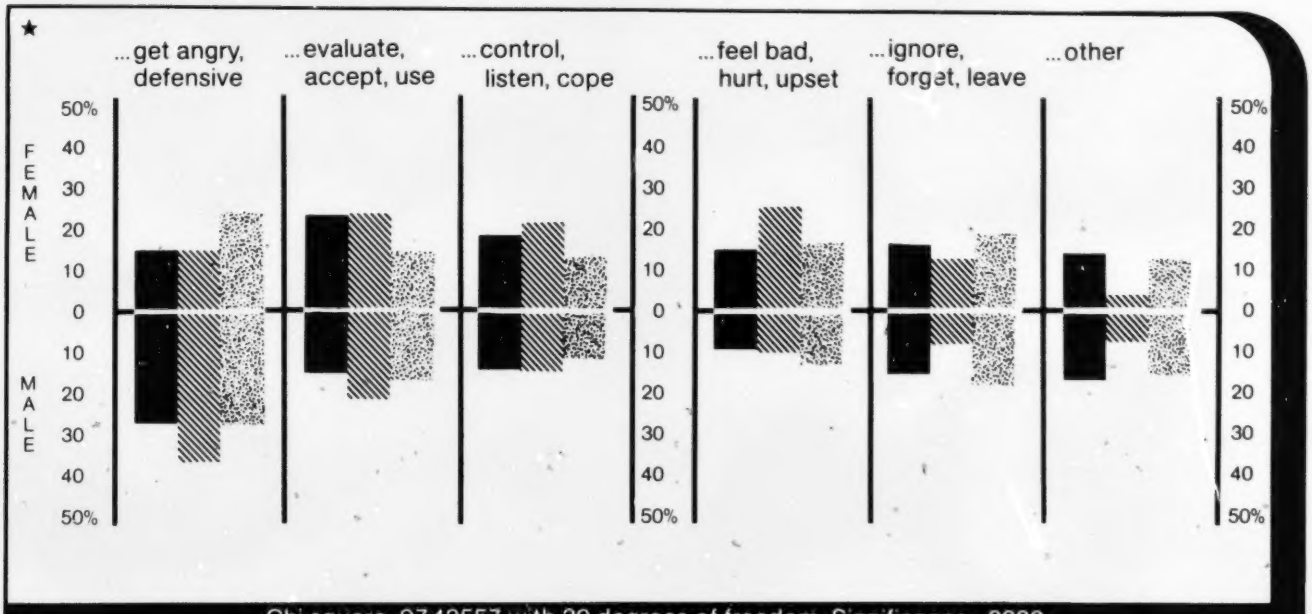
Chi square: 82.08698 with 30 degrees of freedom. Significance: .0000



...*feel bad, hurt, upset* mentioned by • more 16-18 than 14-15 year old Whites and Blacks, fewer 16-18 than 14-15 year old Hispanics, more White than Black or Hispanic 16-18 year olds, * more White than Black or Hispanic females, more females than males

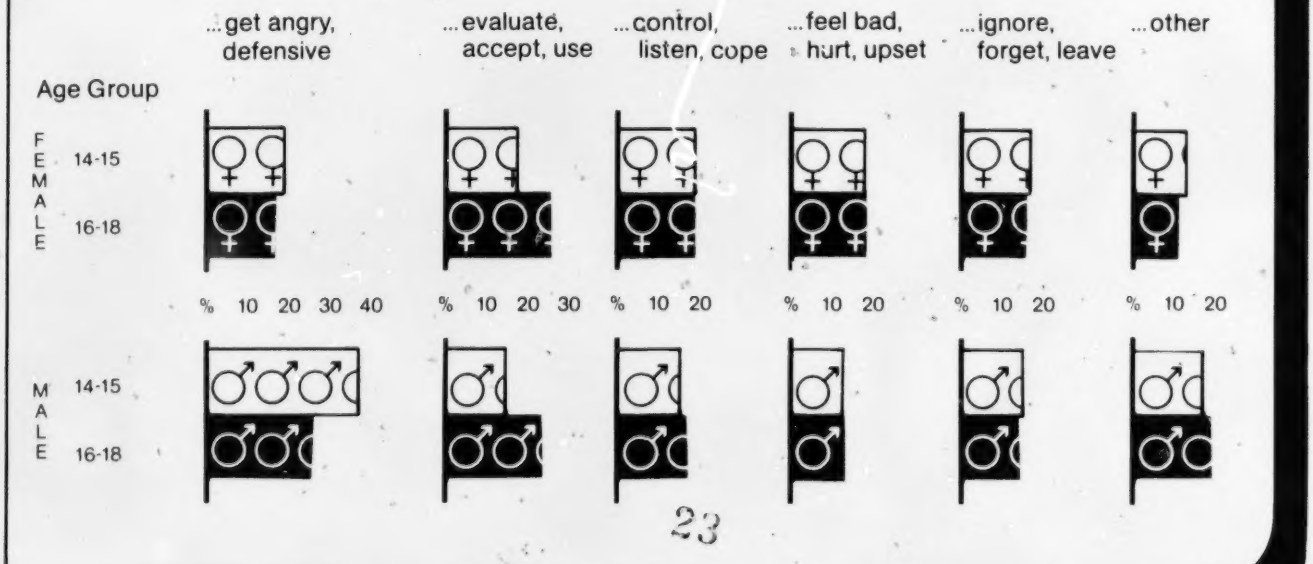
...*ignore, forget, leave* mentioned by • more Hispanic than Black or White 14-15 year olds, fewer White than Black or Hispanic 16-18 year olds, fewer 16-18 than 14-15 year old Whites and Hispanics, more 16-18 than 14-15 year old Blacks, * more female than male Whites

★



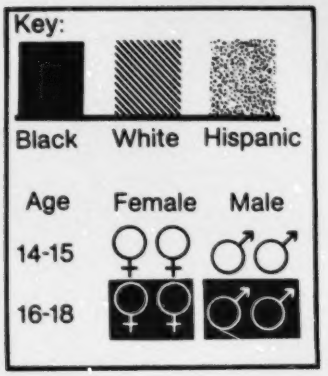
Chi square: 97.42557 with 30 degrees of freedom. Significance: .0000

■



Chi square: 74.10927 with 15 degrees of freedom. Significance: .0000

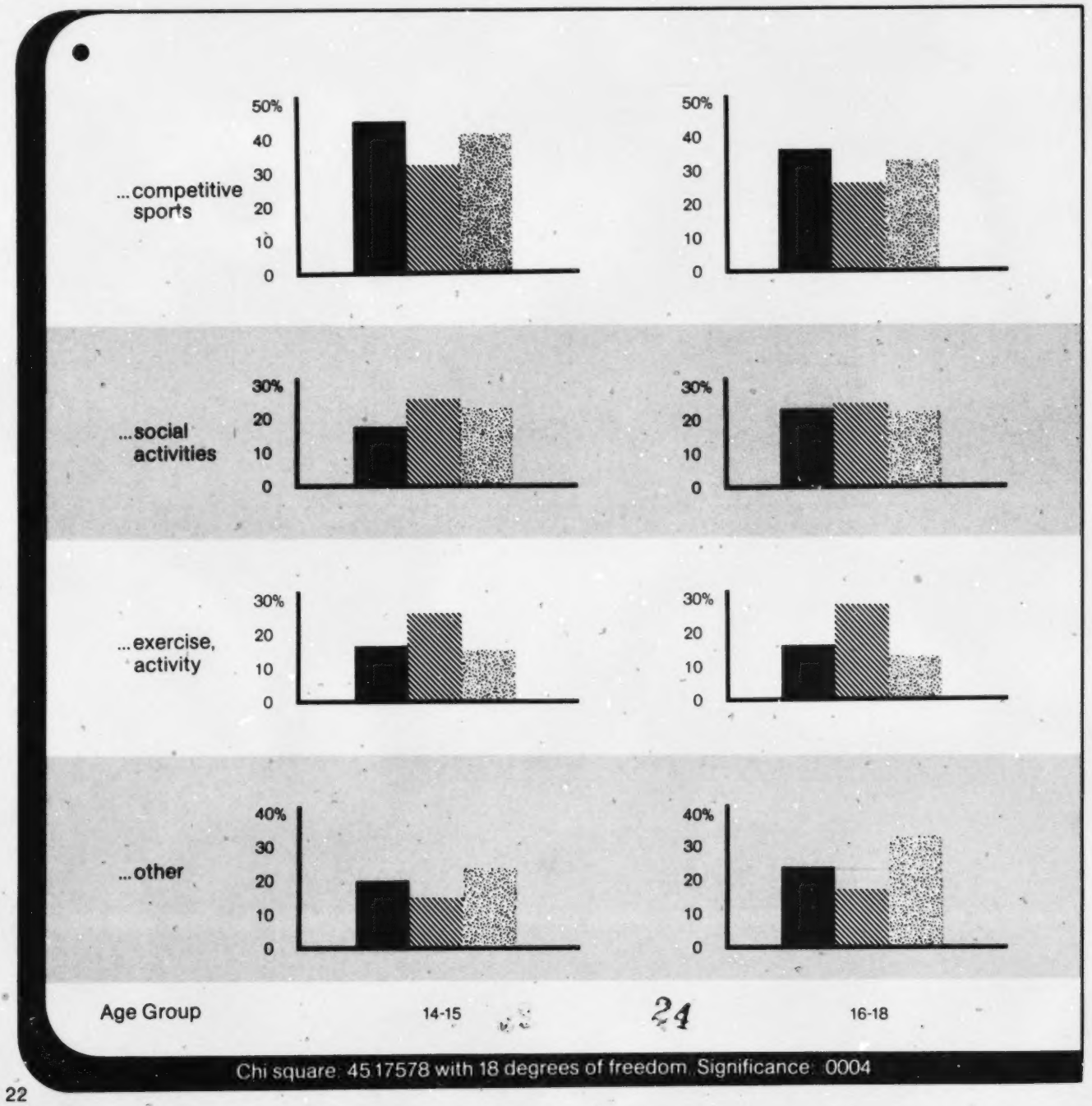
The things I do for fun...



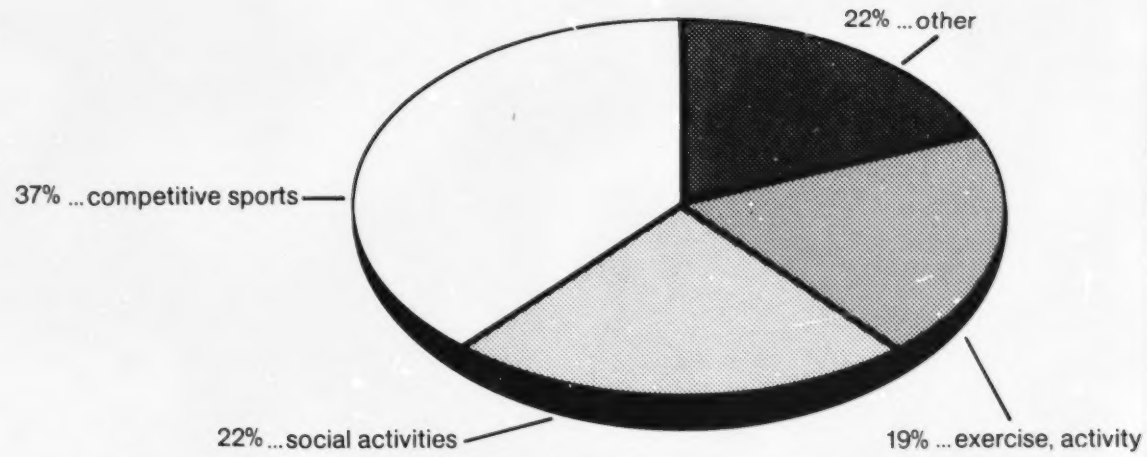
... *competitive sports* mentioned by • more Blacks than Hispanics and more Hispanics than Whites, fewer 16-18 than 14-15 year olds, ⋆ more males than females

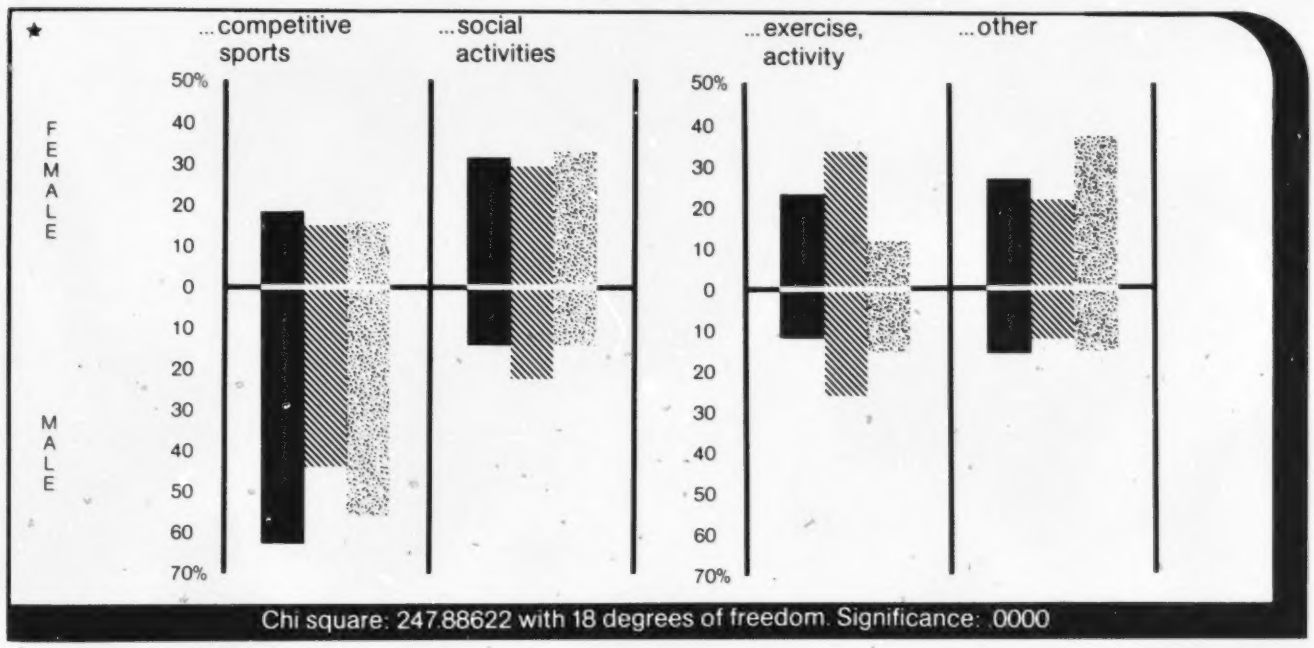
... *social activities* mentioned by • more 16-18 than 14-15 year old Blacks, fewer Black than White or Hispanic 14-15 year olds, ⋆ more females than males, more White than Black or Hispanic males, ▪ more 16-18 than 14-15 year old females

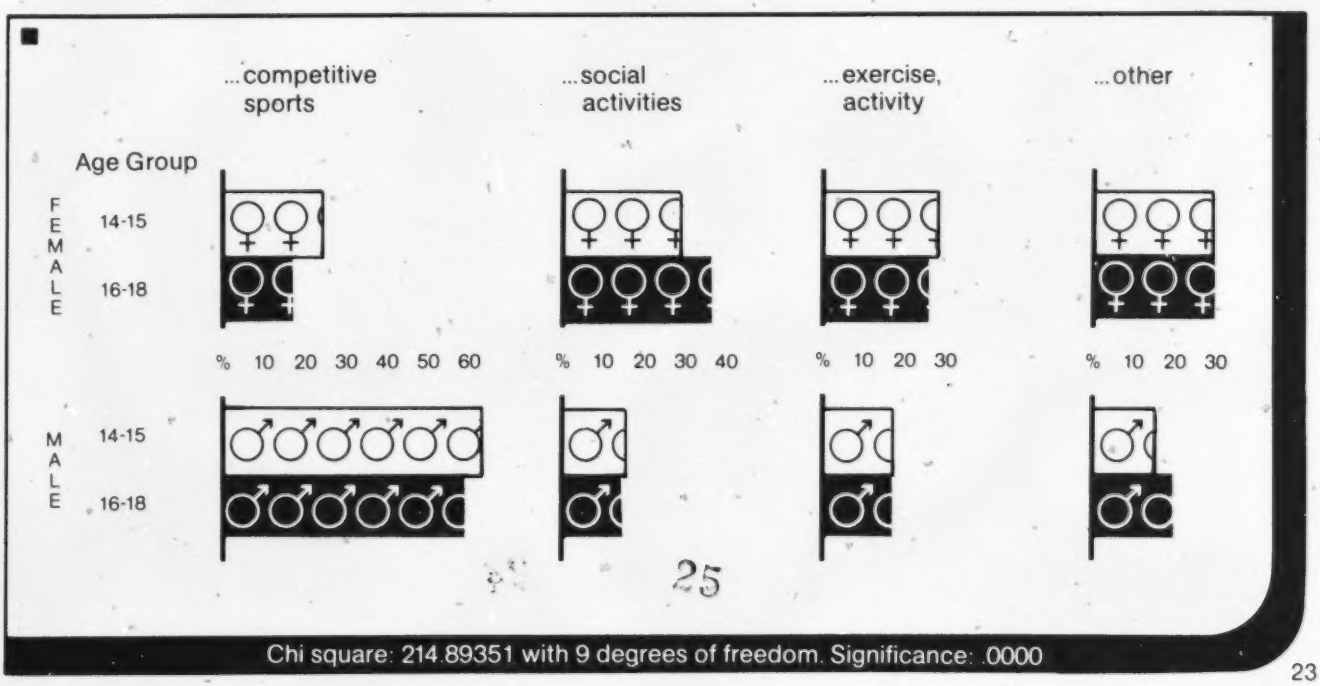
... *exercise, activity* mentioned by • more Whites than Black or Hispanics, ⋆ more female than male Blacks and Whites, more male than female Hispanics



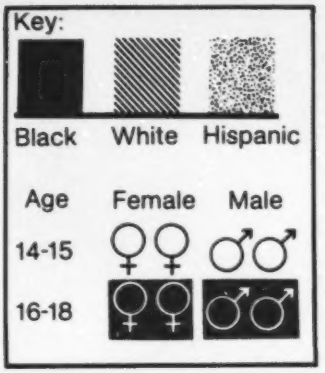
Chi square 45 17578 with 18 degrees of freedom Significance .0004


22% ...other
37% ...competitive sports
22% ...social activities
19% ...exercise, activity


★
...competitive sports
...social activities
...exercise, activity
...other
FEMALE
MALE
50%
40
30
20
10
0
10
20
30
40
50
60
70%
Chi square: 247.88622 with 18 degrees of freedom. Significance: .0000


■
...competitive sports
...social activities
...exercise, activity
...other
Age Group
FEMALE
14-15
16-18
% 10 20 30 40 50 60
% 10 20 30 40
% 10 20 30
% 10 20 30
MALE
14-15
16-18
Chi square: 214.89351 with 9 degrees of freedom. Significance: .0000

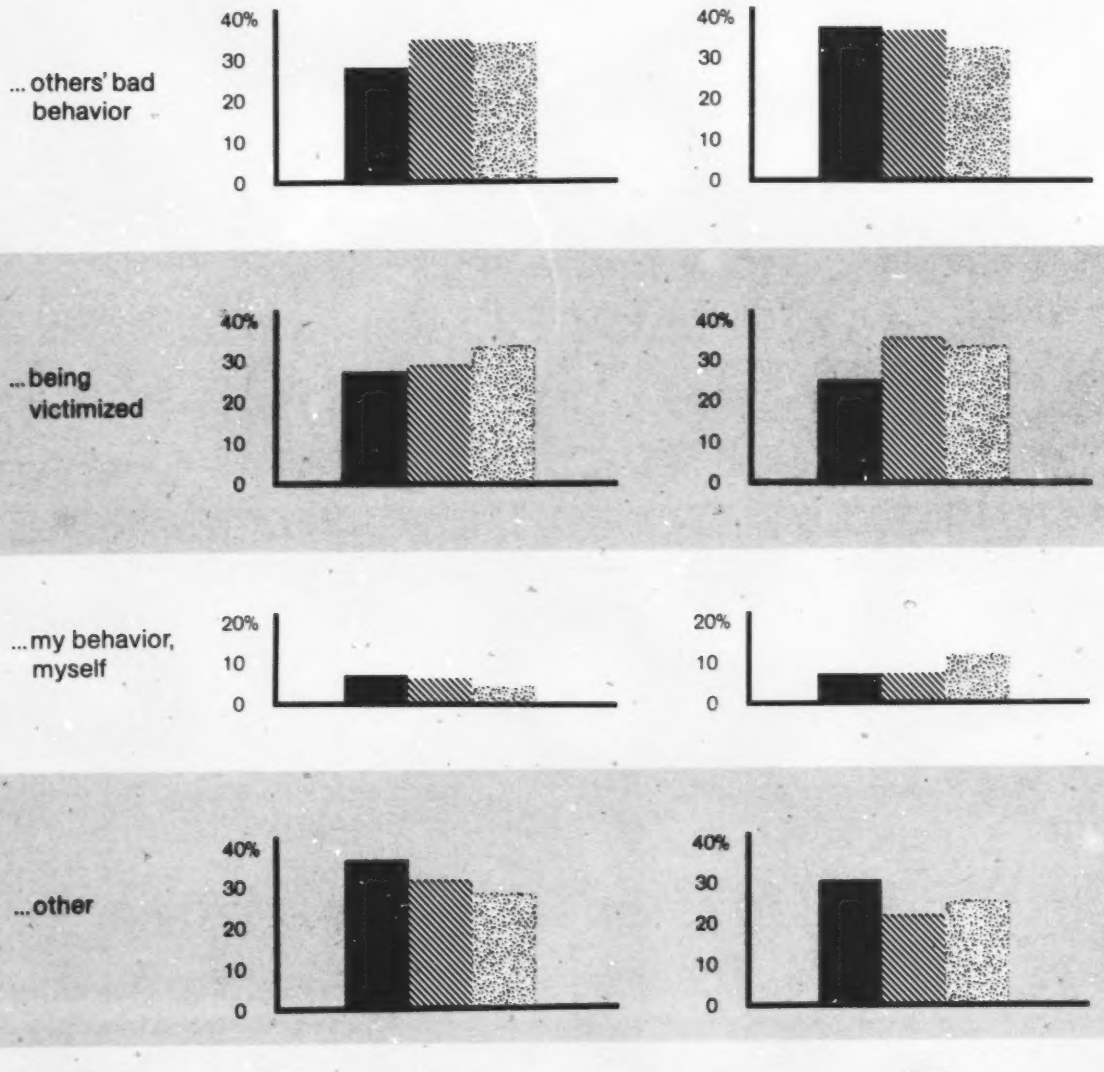
What I hate most...



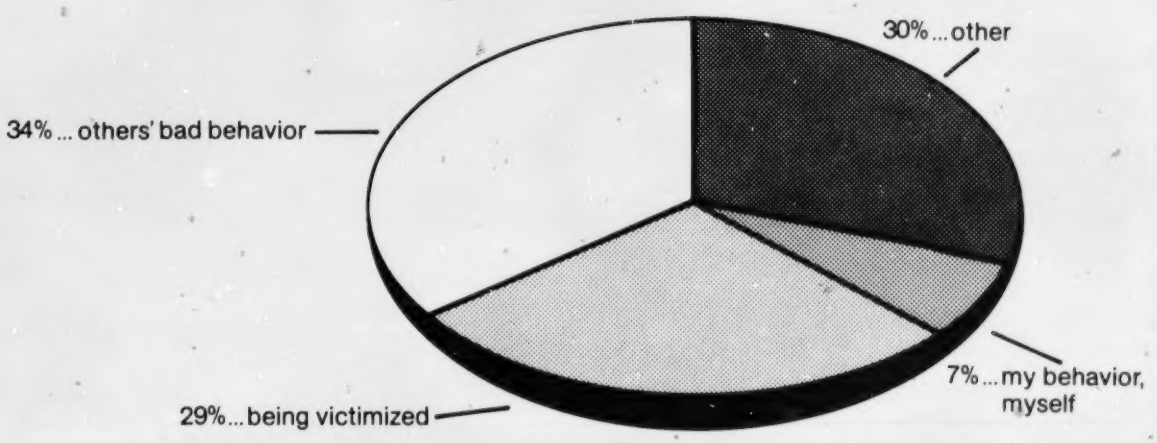
... others' bad behavior mentioned by • fewer Black than White or Hispanic 14-15 year olds, fewer Hispanic than Black or White 16-18 year olds, more 16-18 than 14-15 year old Blacks and Whites, * more male than female Blacks and Whites, fewer Hispanic than Black or White males

... being victimized mentioned by • fewer Blacks than Whites or Hispanics, fewer 16-18 than 14-15 year old Blacks and Hispanics, more 16-18 than 14-15 year old Whites, * more females than males

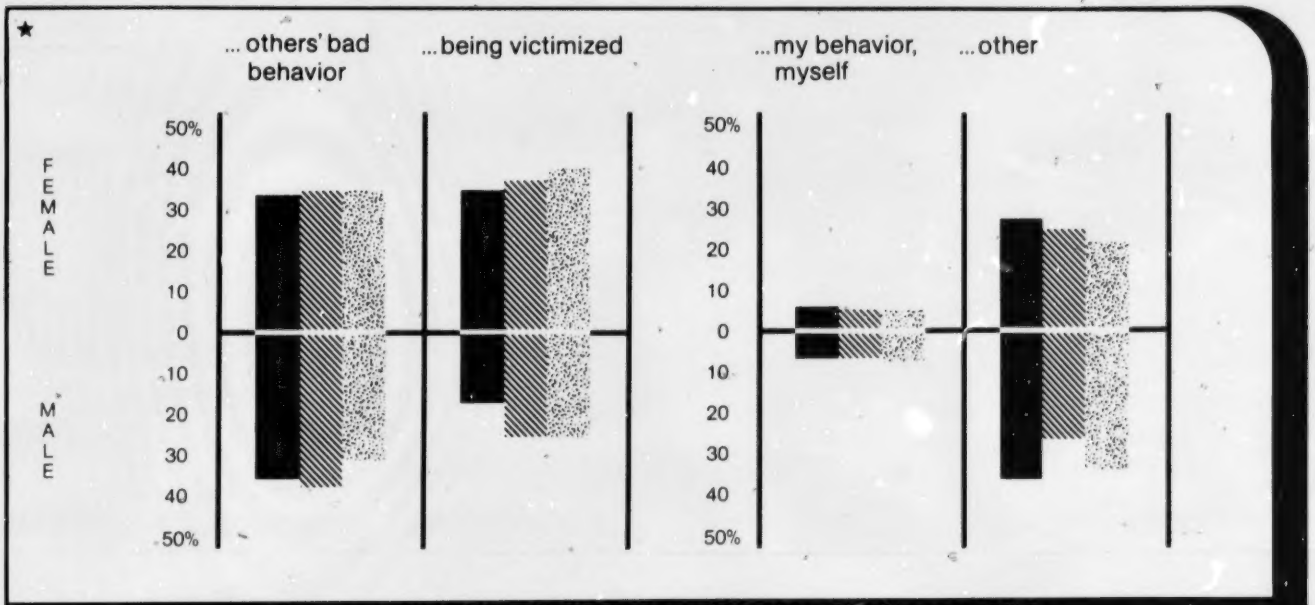
... my behavior, myself mentioned by • more 16-18 than 14-15 year old Hispanics, ▪ more male than female 16-18 year olds



Chi square 24.94290 with 18 degrees of freedom Significance .1265 *

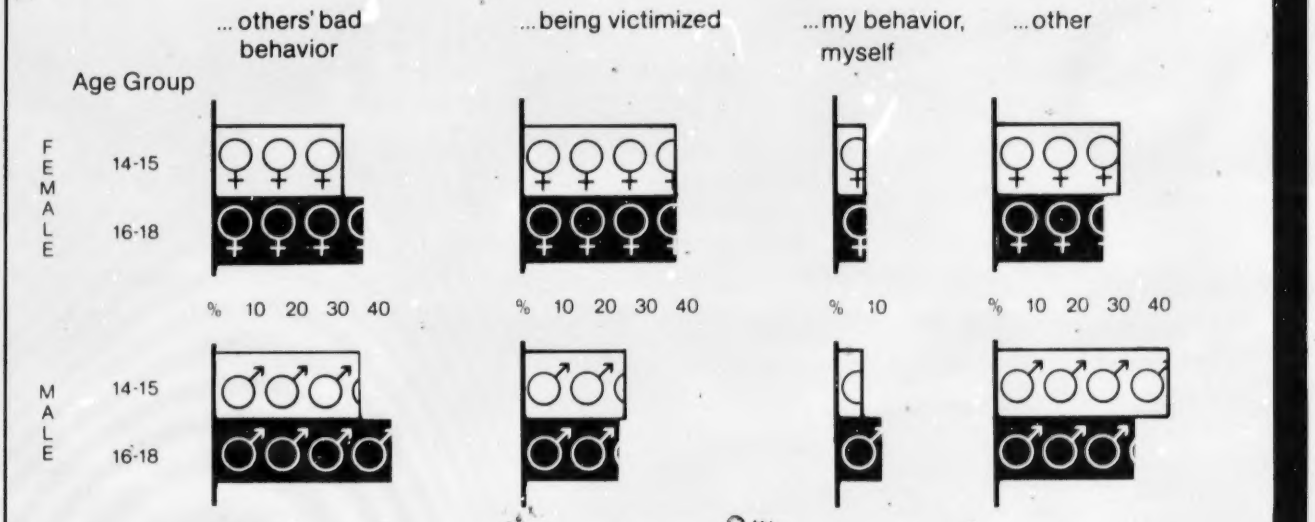


★



Chi square: 40.45340 with 18 degrees of freedom. Significance: .0018

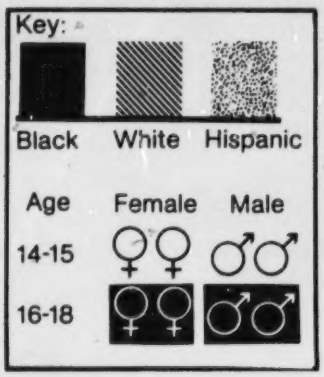
■



Chi square: 37.24704 with 9 degrees of freedom. Significance: .0000

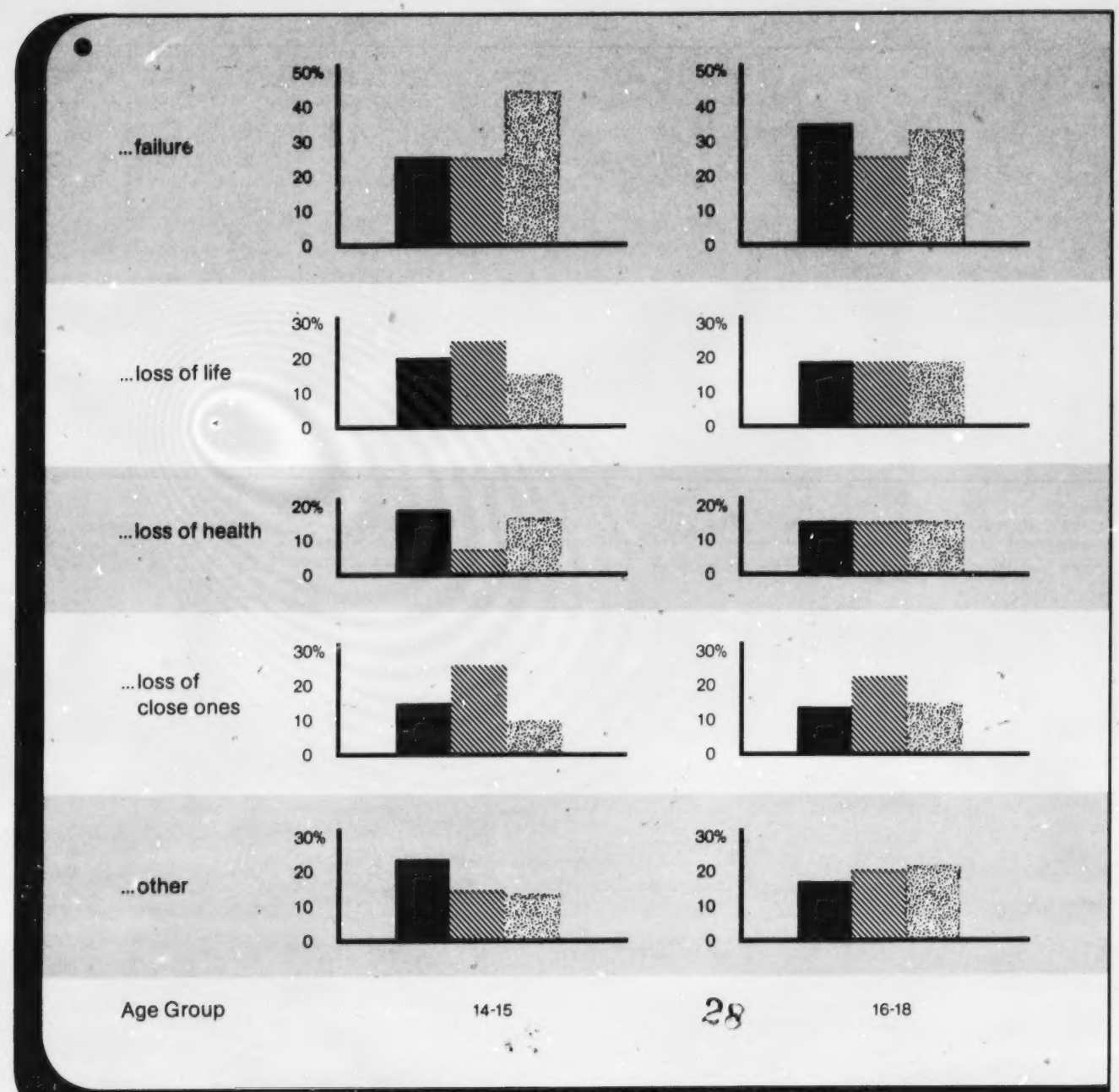
27

The worst thing that could happen to me...



... *failure* mentioned by • more Hispanic than Black or White 14-15 year olds, more Black than Hispanic and more Hispanic than White 16-18 year olds, more 16-18 than 14-15 year old Blacks, fewer 16-18 than 14-15 year old Hispanics, * more female than male Blacks and Hispanics, more male than female Whites, more Hispanic than Black and more Black than White females

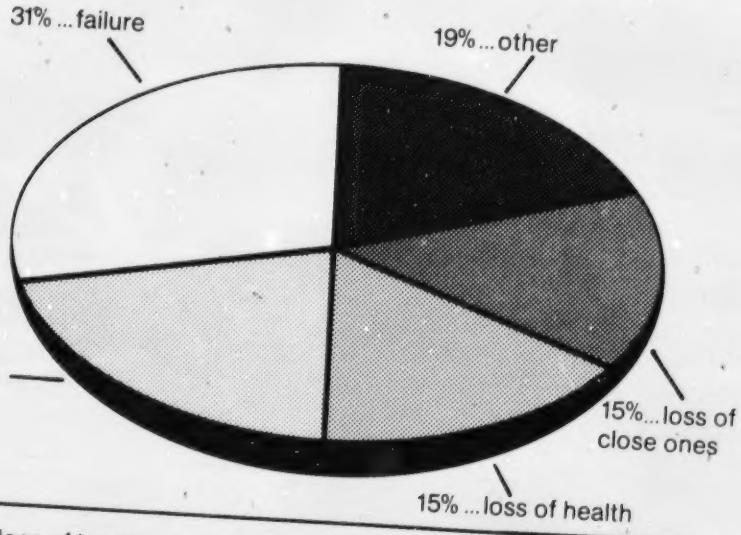
... *loss of life* mentioned by • fewer 16-18 than 14-15 year old Whites and Blacks, more 16-18 than 14-15 year old Hispanics, * more White than Black or Hispanic males, more males than females



Chi square 51 64017 with 24 degrees of freedom Significance: 0009

...*loss of health* mentioned by • fewer White than Black or Hispanic 14-15 year olds, fewer 16-18 than 14-15 year old Blacks and Hispanics, more 16-18 than 14-15 year old Whites, * more males than females

...*loss of close ones* mentioned by • fewer 16-18 than 14-15 year old Blacks and Whites, more 16-18 than 14-15 year old Hispanics, * more White than Black and more Black than Hispanic females, more Hispanic than White or Black males, more female than male Blacks and Whites, more male than female Hispanics



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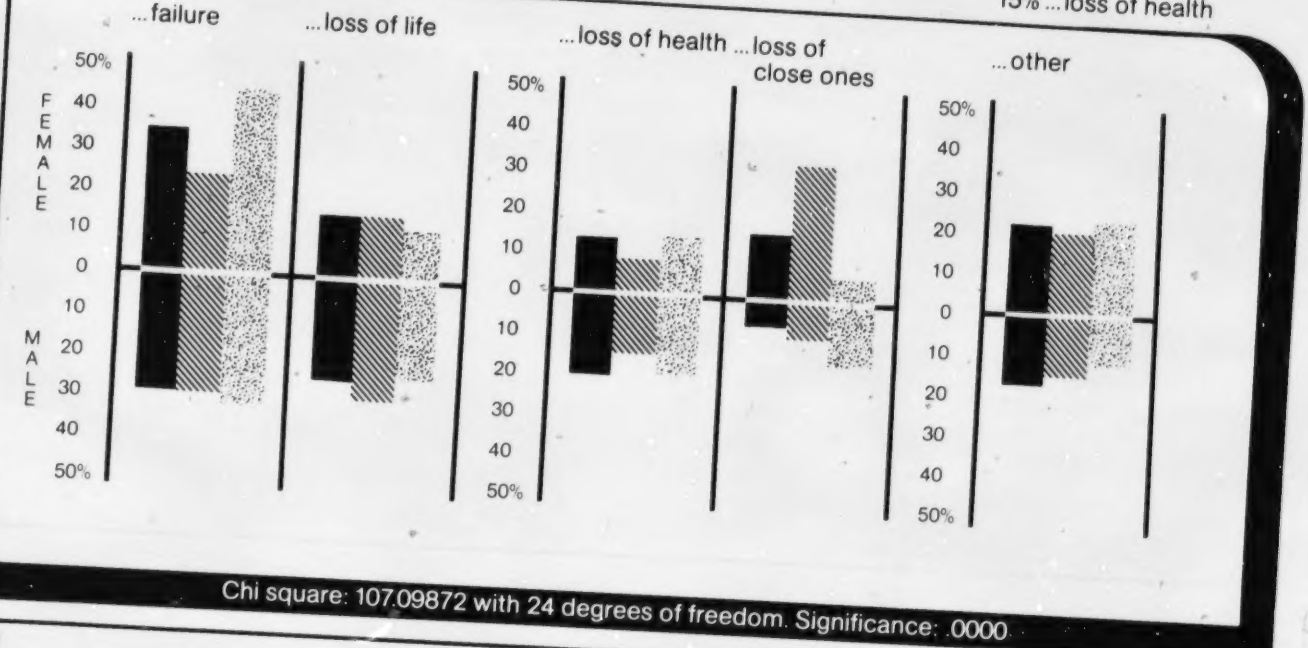
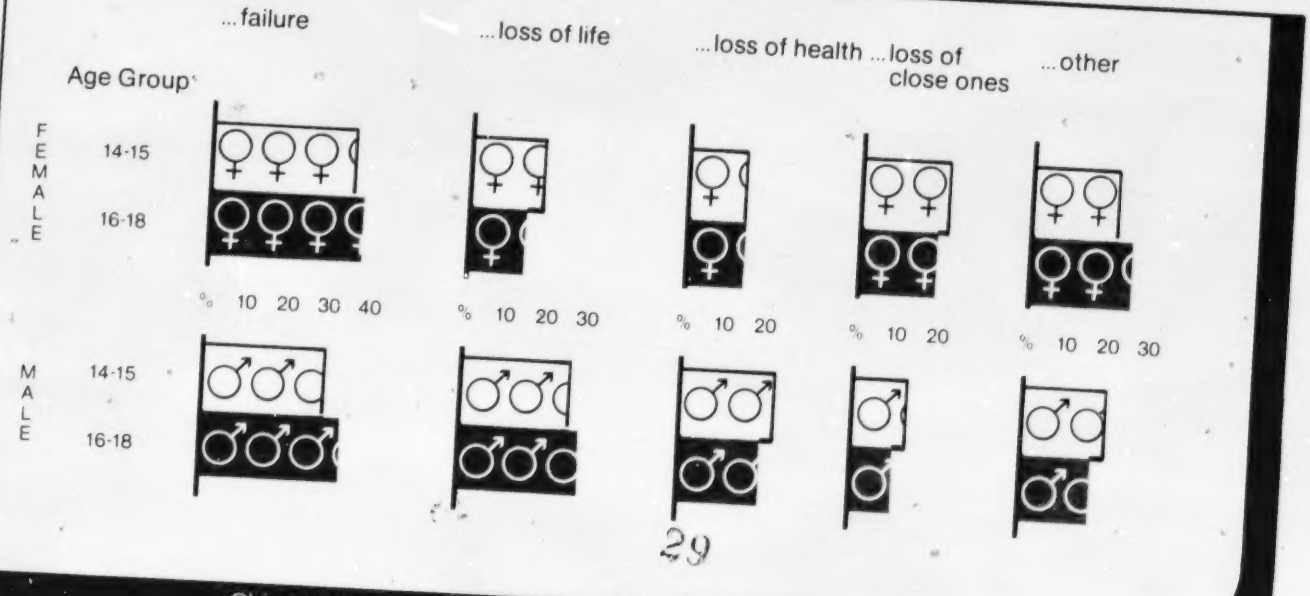


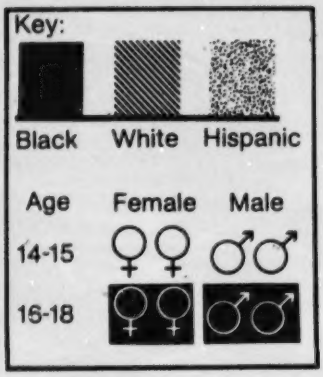
Chi square: 107.09872 with 24 degrees of freedom. Significance: .0000

■



Chi square: 57.54739 with 12 degrees of freedom. Significance: .0000

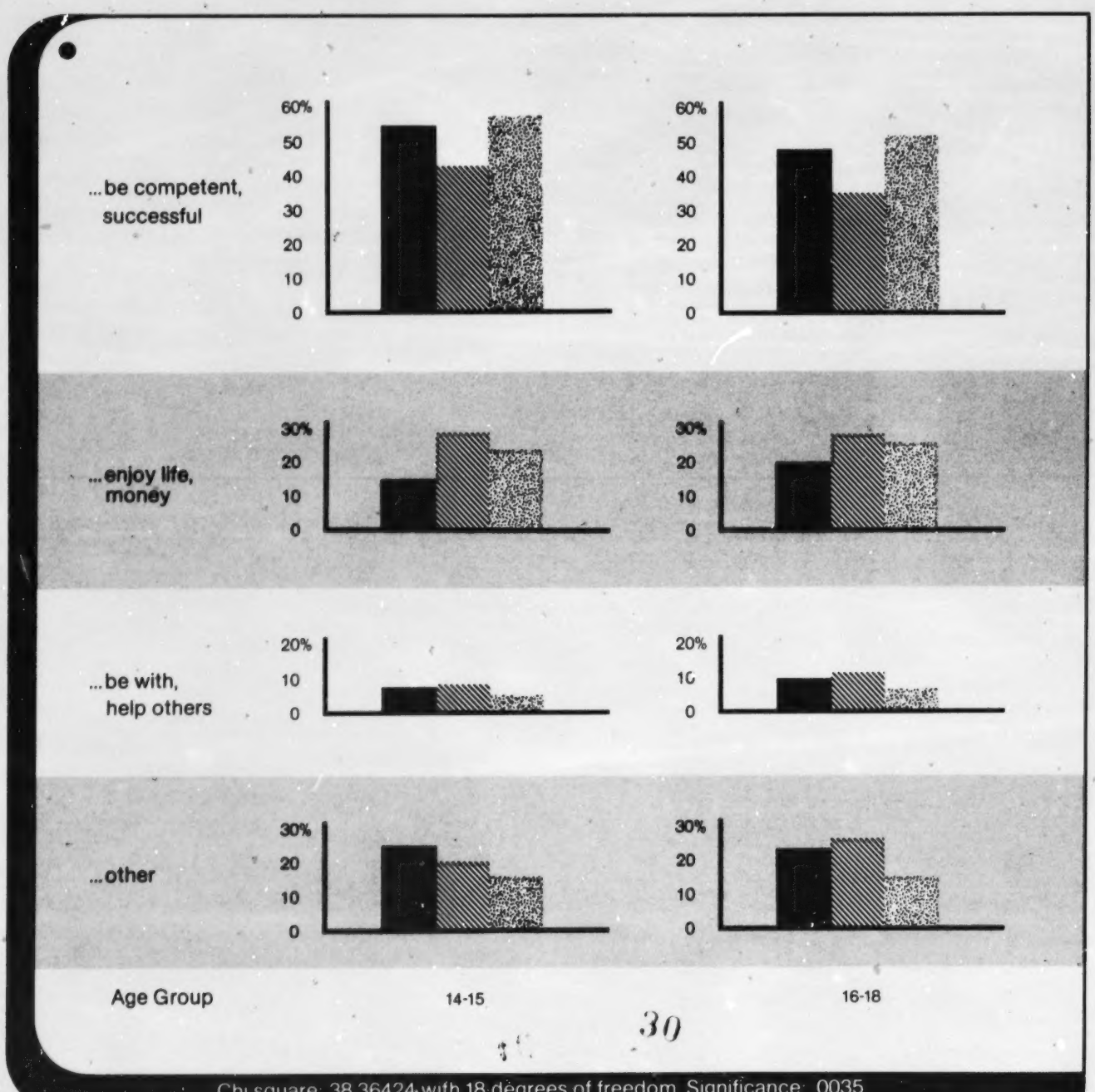
I wish I could...



...be competent, successful mentioned by • fewer 16-18 than 14-15 year olds, fewer Whites than Hispanics or Blacks, * fewer females than males

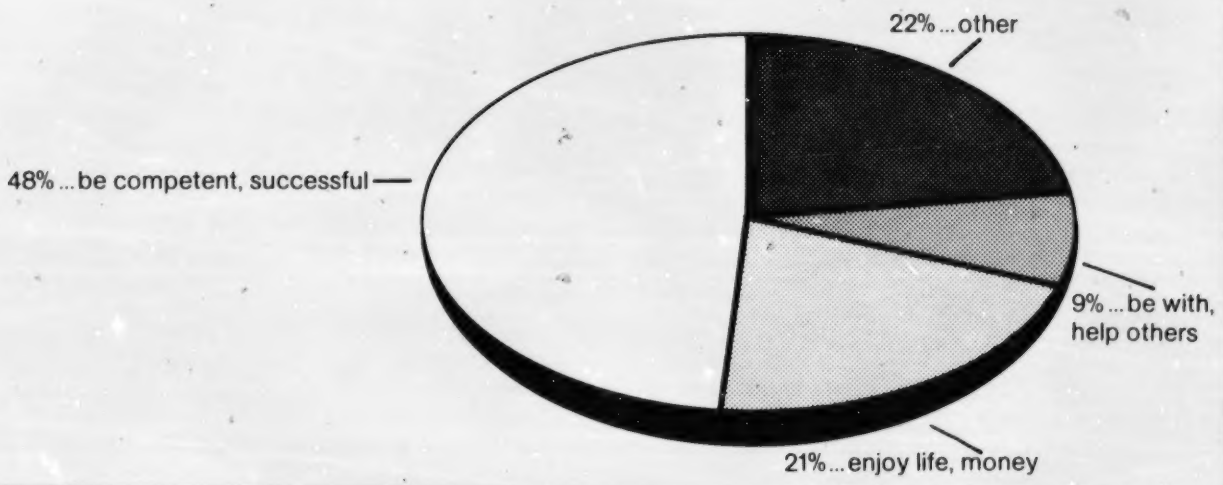
...enjoy life, money mentioned by • more Whites than Hispanics and more Hispanics than Blacks, more 16-18 than 14-15 year old Blacks and Hispanics, * more females than males

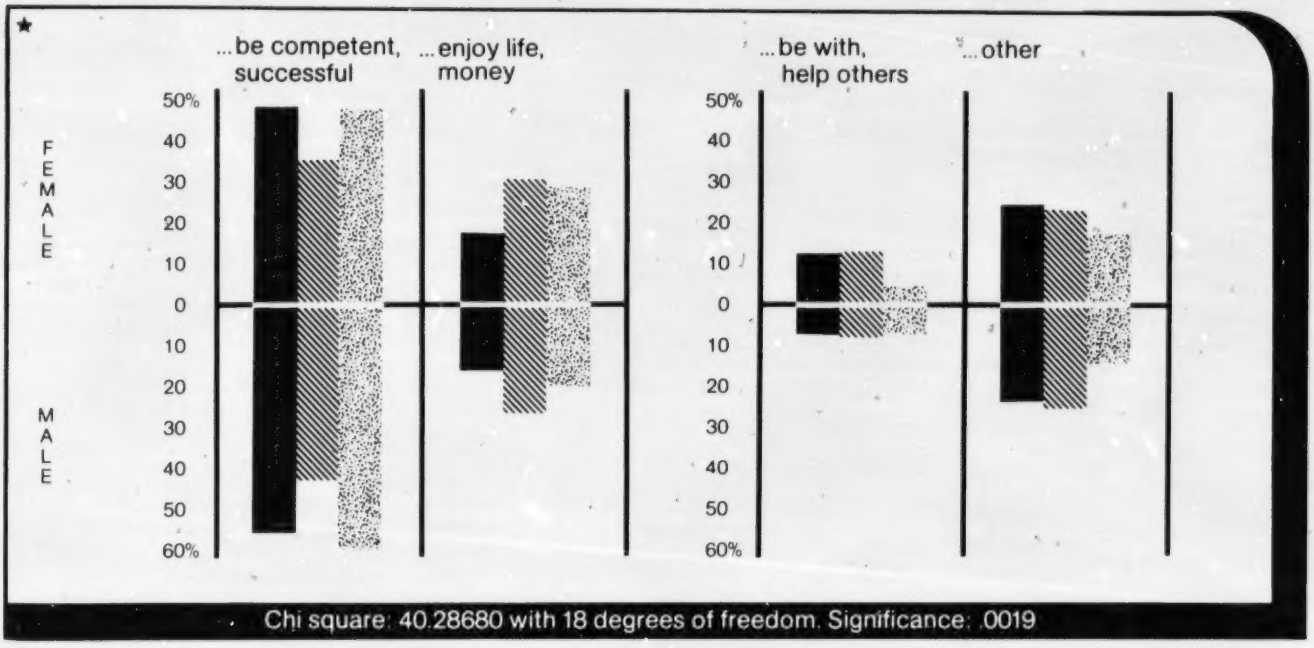
...be with, help others mentioned by • 16-18 than 14-15 year olds, * fewer Hispanic than White or Black females, more female than male Blacks and Whites, more male than female Hispanics



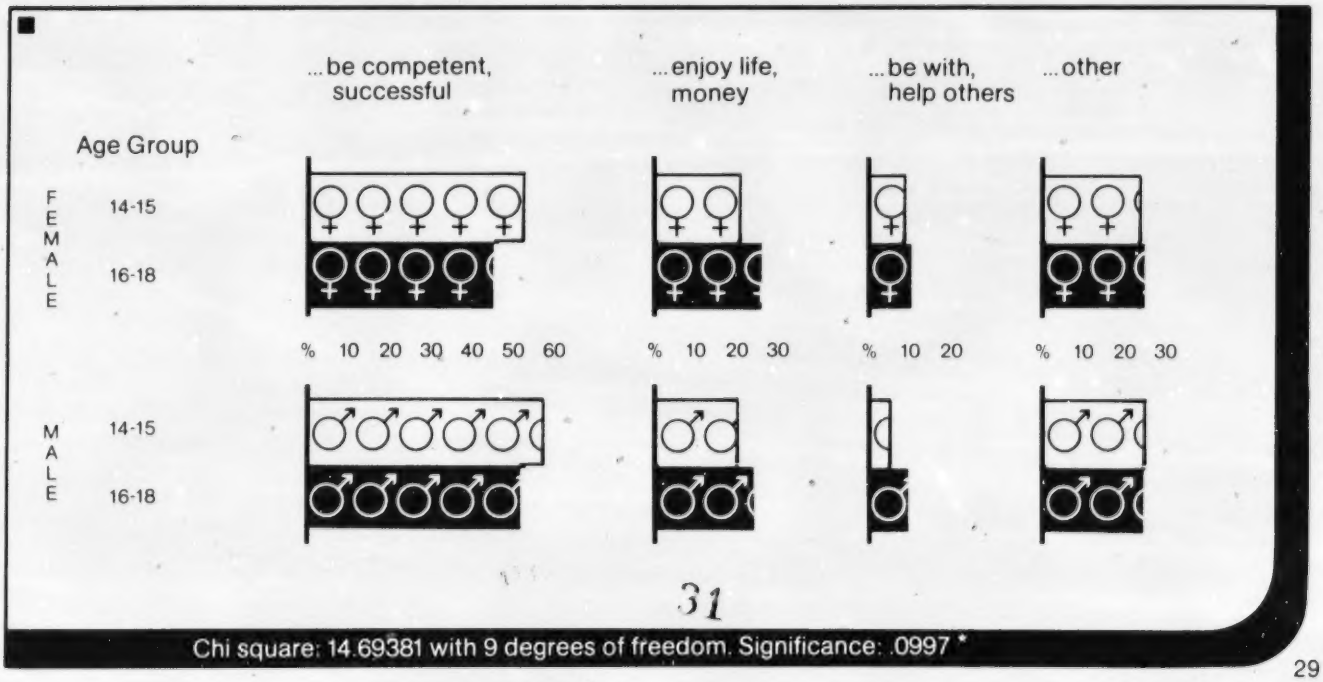
30

Chi square: 38.36424 with 18 degrees of freedom. Significance: .0035





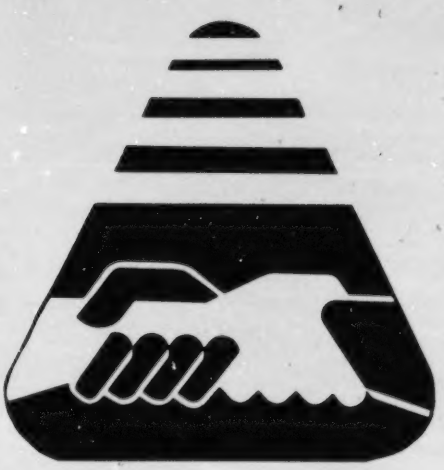
Chi square: 40.28680 with 18 degrees of freedom. Significance: .0019



31

Chi square: 14.69381 with 9 degrees of freedom. Significance: .0997 *

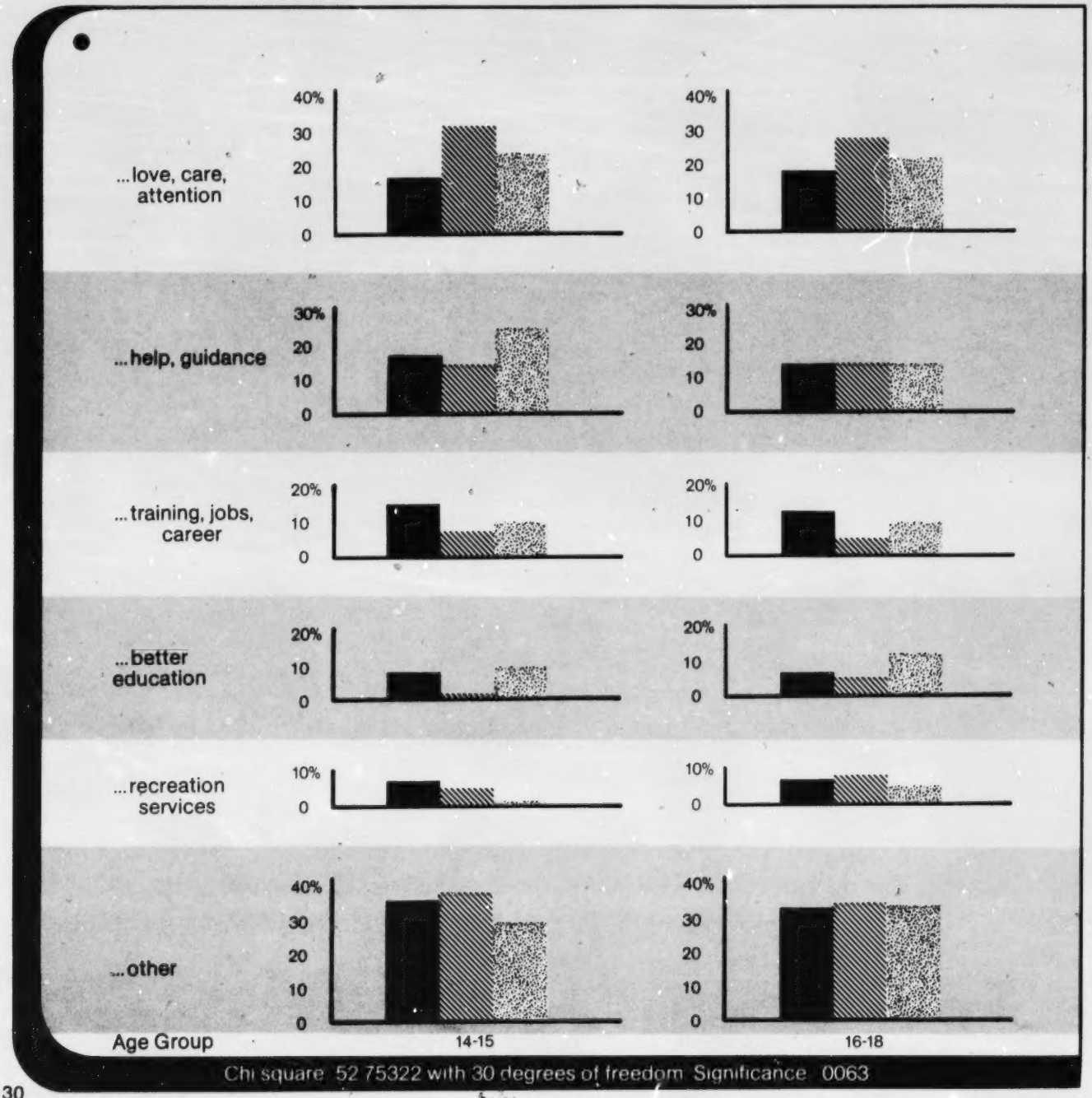
Young people need...



... love, care, attention mentioned by • more White than Hispanic and more Hispanic than Black females, ⋆ more females than males, ▪ fewer 16-18 than 14-15 year old females, more 16-18 than 14-15 year old males

... help, guidance mentioned by • more Hispanic than Black and more Black than White 14-15 year olds, ⋆ fewer White than Black or Hispanic females, more Hispanic than Black or White males, more male than female 16-18 year olds

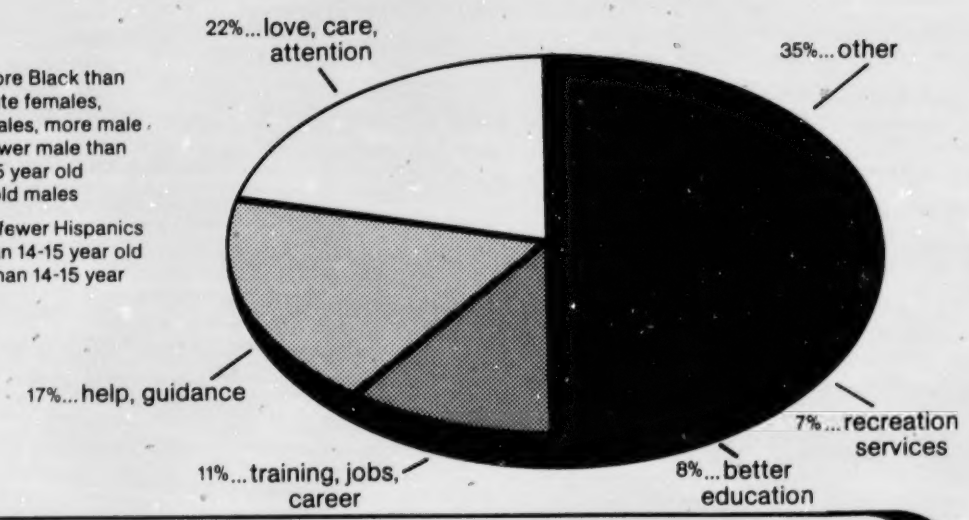
... training, jobs, career mentioned by • more Blacks than Hispanics and more Hispanics than Whites, more 16-18 than 14-15 year old Blacks, fewer 16-18 than 14-15 year old Whites, ⋆ more males than females

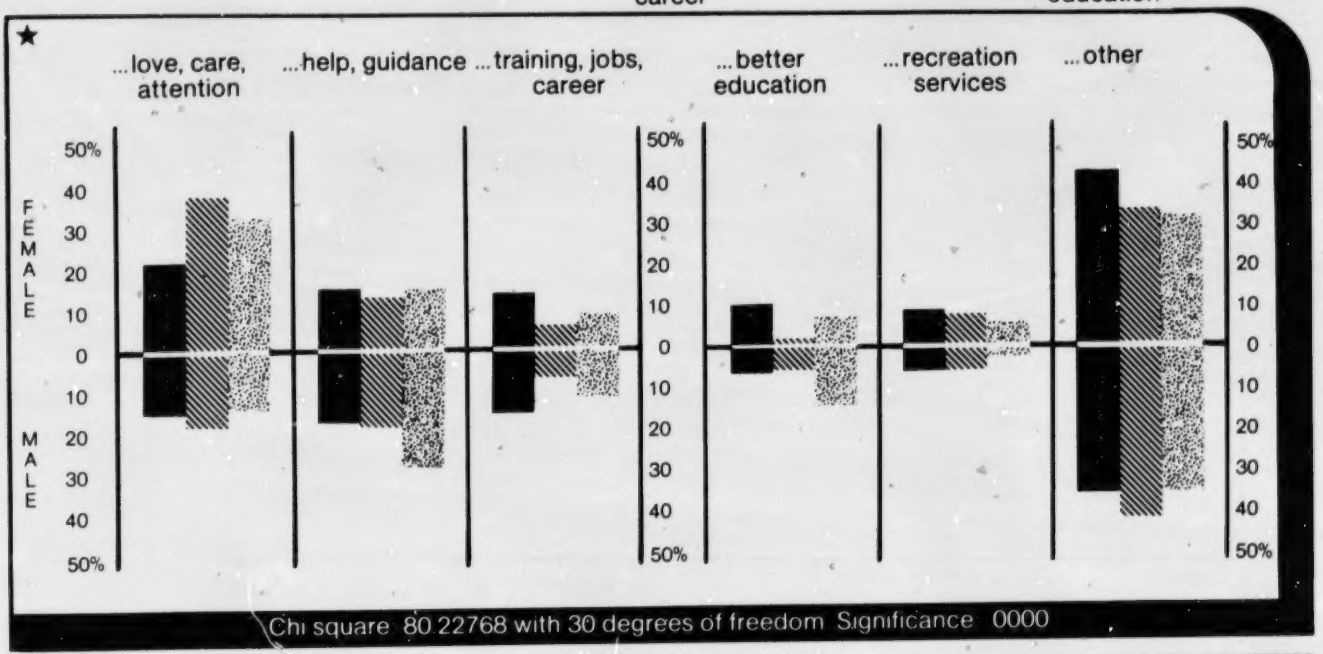


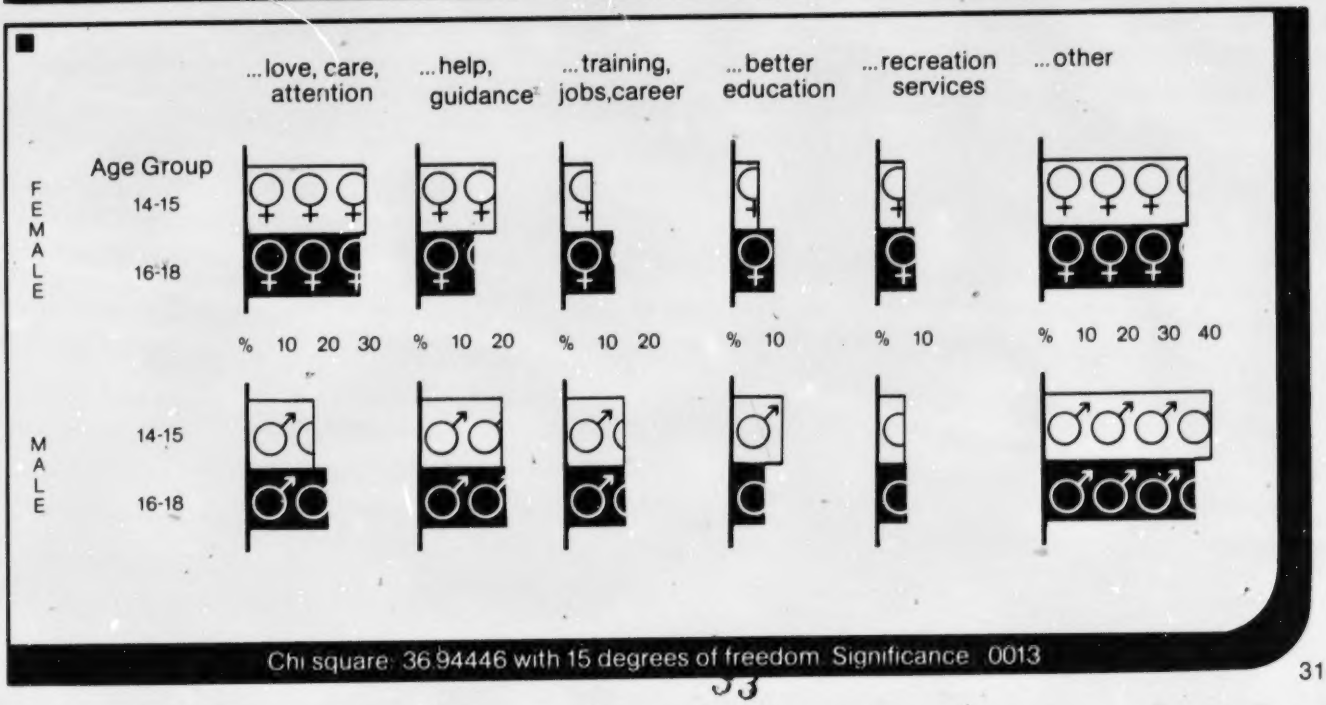
Chi square 52 75322 with 30 degrees of freedom Significance 0063

...*better education* mentioned by ⋆ more Black than Hispanic and more Hispanic than White females, more Hispanic than Black or White males, more male than female Hispanics and Whites, fewer male than female Blacks, • more 16-18 than 14-15 year old females, fewer 16-18 than 14-15 year old males

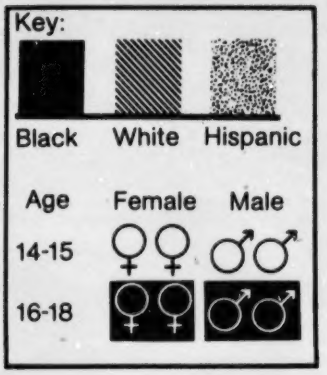
...*recreation services* mentioned by • fewer Hispanics than Blacks or Whites, more 16-18 than 14-15 year old Whites and Hispanics, ⋆ more 16-18 than 14-15 year old females





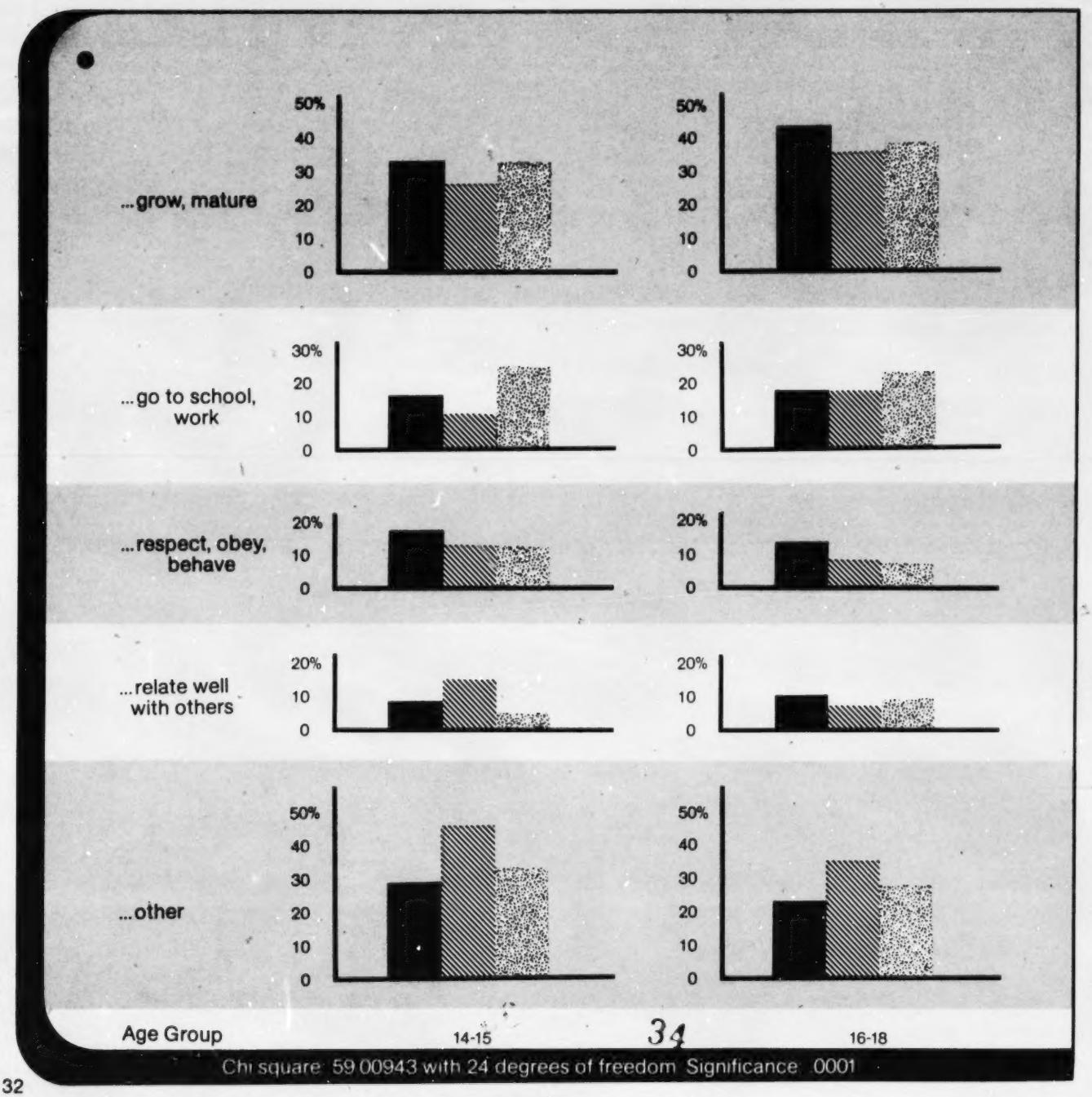


Young people should...



... *grow, mature* mentioned by • fewer White than Black or Hispanic 14-15 year olds, more Black than White or Hispanic 16-18 year olds, ⋆ more females than males, ▪ more 16-18 than 14-15 year olds

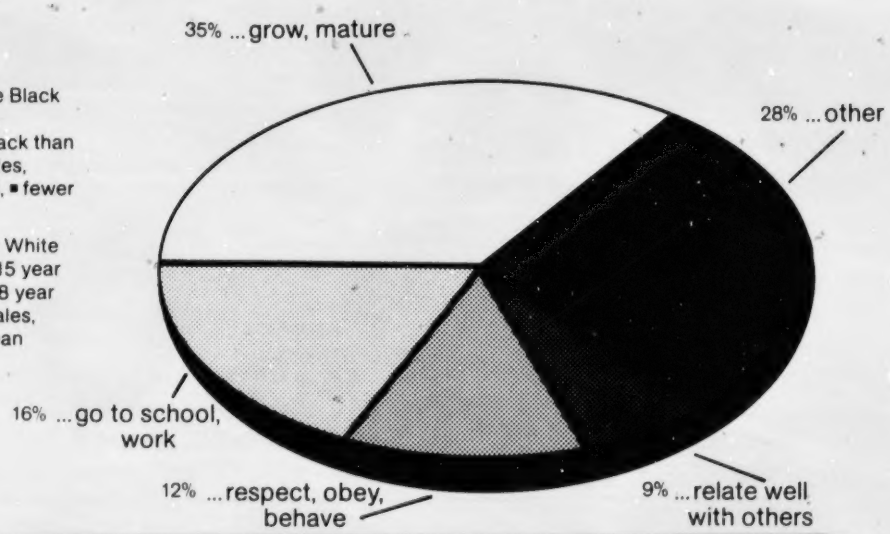
... *go to school, work* mentioned by • more Hispanic than Black and more Black than White 14-15 year olds, more Hispanic than Black or White 16-18 year olds, ⋆ more Hispanic than Black and more Black than White females, more Hispanic than Black or White males, more males than females, ▪ more 16-18 than 14-15 year old Blacks and Whites



Chi square 59.00943 with 24 degrees of freedom Significance .0001

...respect, obey, behave mentioned by ⋆ more Black than Hispanic and more Hispanic than White females, more White than Black and more Black than Hispanic males, fewer female than male Whites, more female than male Blacks and Hispanics, ▪ fewer 16-18 than 14-15 year olds

...relate well with others mentioned by • more White than Black and more Black than Hispanic 14-15 year olds, fewer White than Black or Hispanic 16-18 year olds, ⋆ more Black than White or Hispanic males, more rnale than female Blacks, fewer male than female Whites or Hispanics



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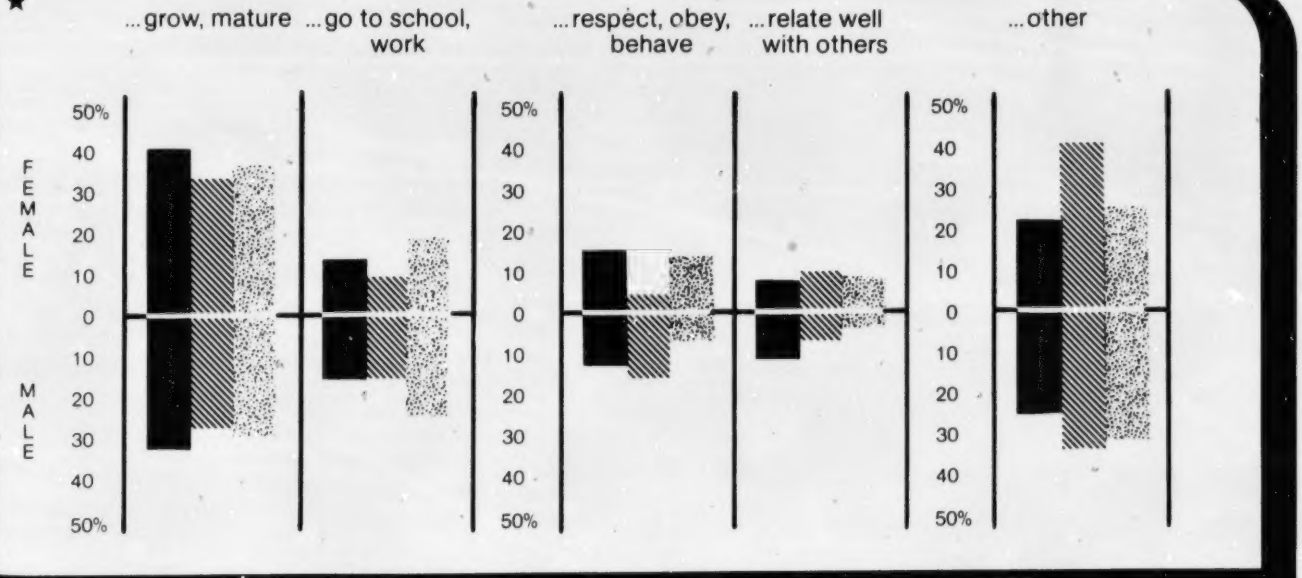
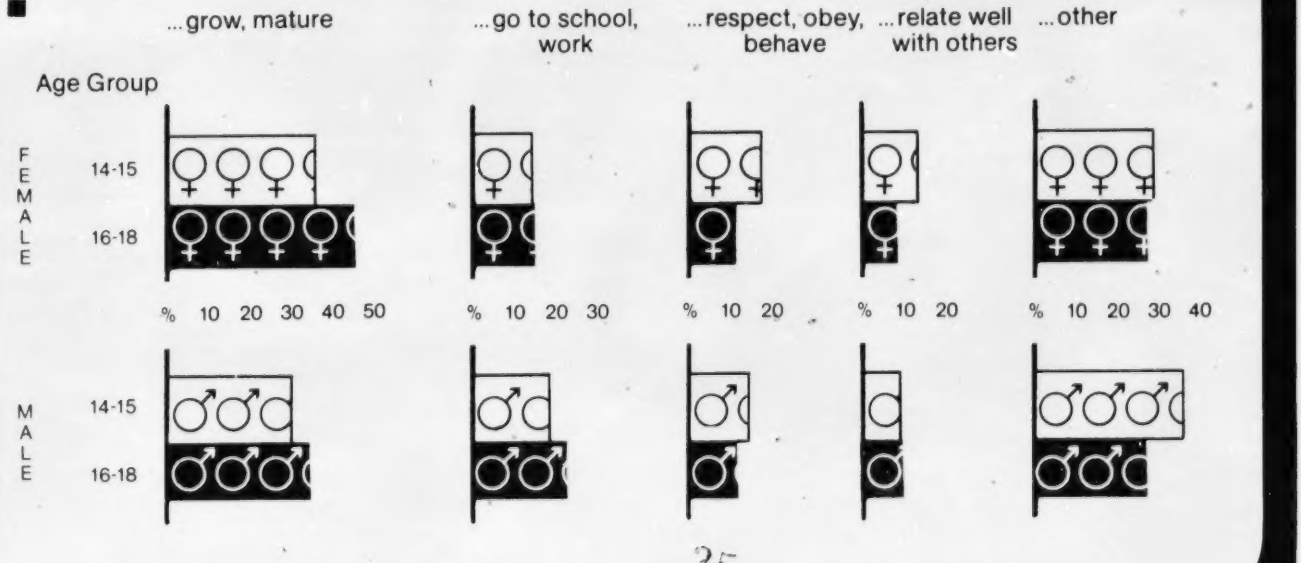


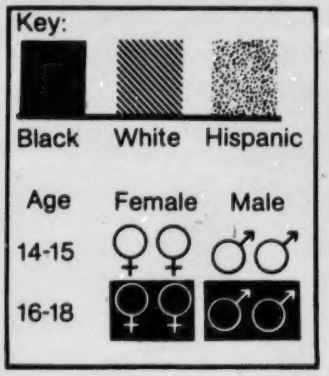
Chi square: 60.76668 with 24 degrees of freedom. Significance: .0000

▪



Chi square: 27.43227 with 12 degrees of freedom. Significance: .0067

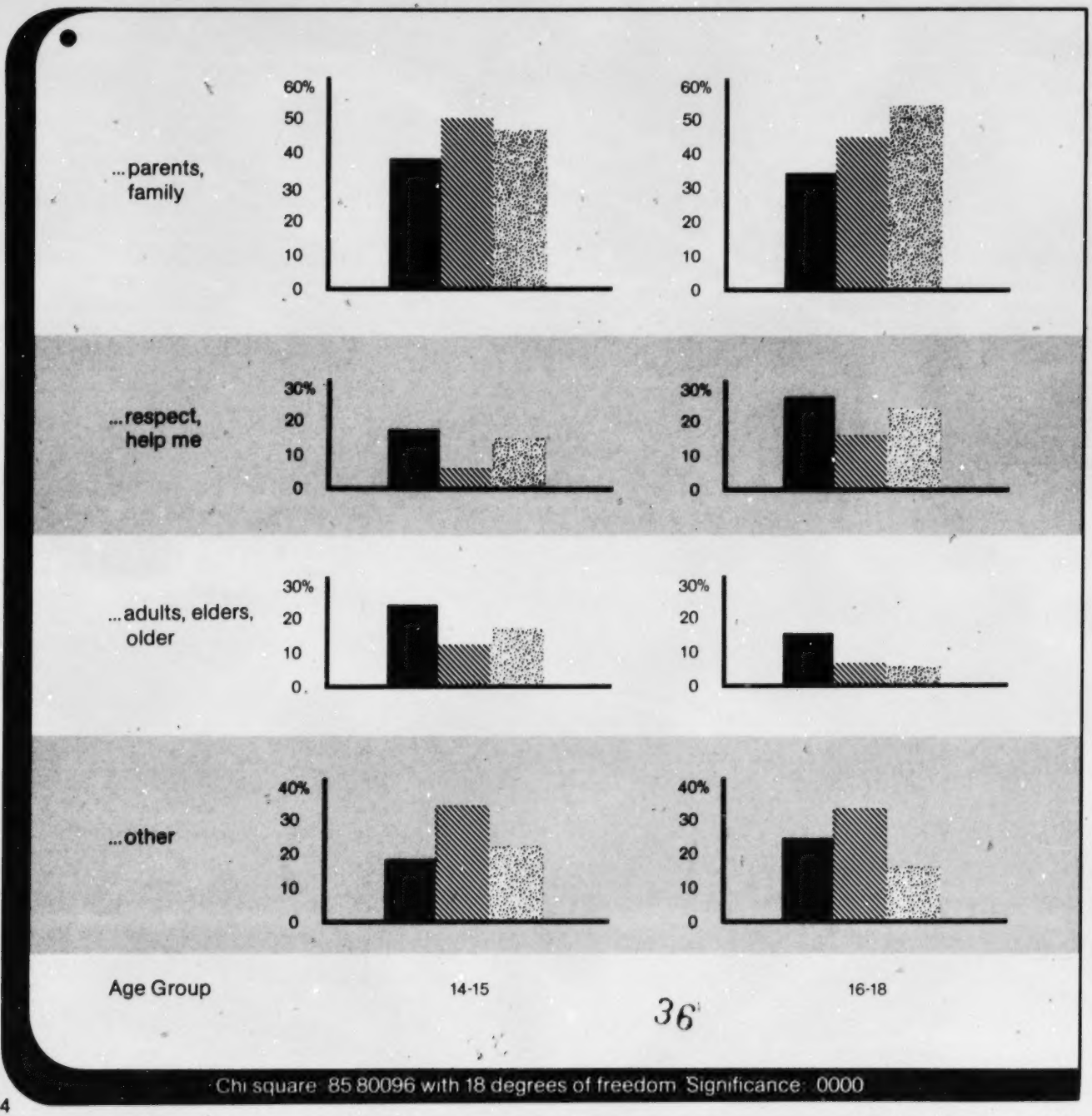
People I respect...



...parents, family mentioned by • fewer Blacks than Whites or Hispanics, fewer 16-18 than 14-15 year old Blacks and Whites, more 16-18 than 14-15 year old Hispanics, * more male than female Whites, more female than male Blacks

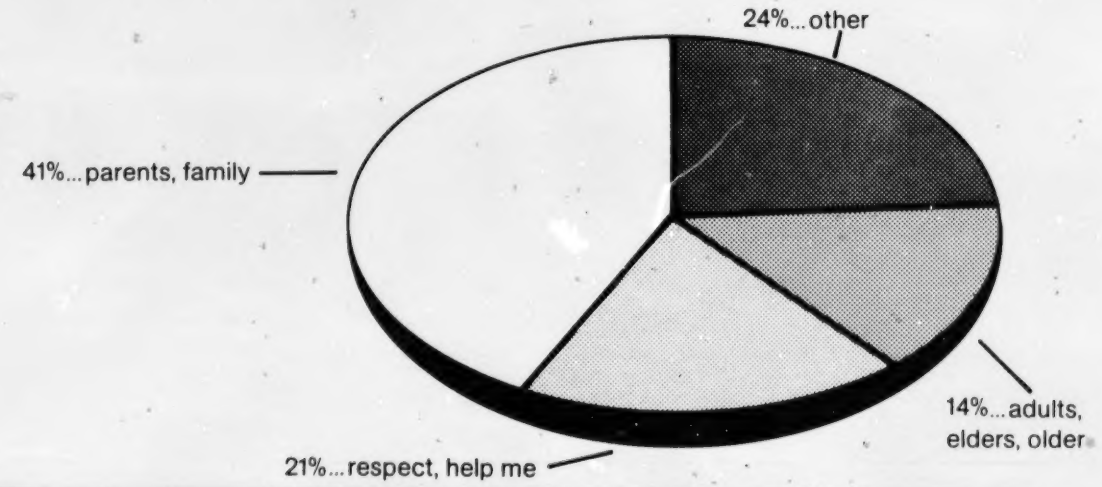
...respect, help me mentioned by * more female than male Whites and Blacks, more Black than White or Hispanic females, fewer White than Black or Hispanic males, ▪ more 16-18 than 14-15 year olds

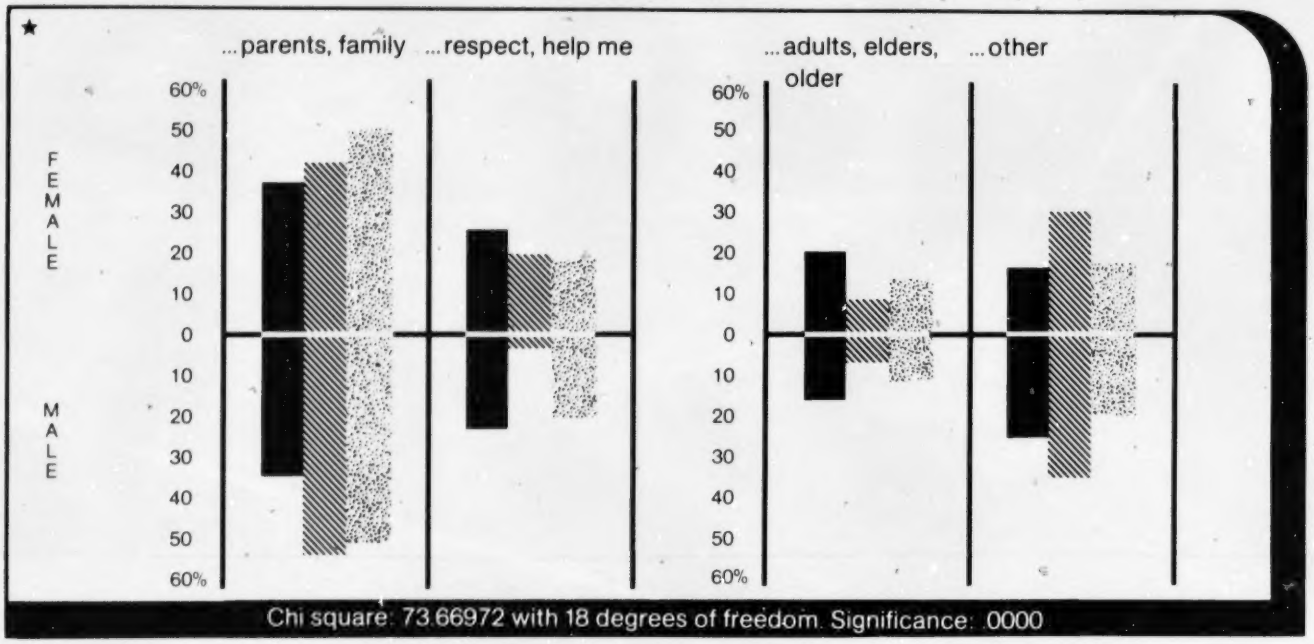
...adults, elders, older mentioned by • more Blacks than Whites or Hispanics, ▪ fewer 16-18 than 14-15 year olds, more female than male 14-15 year olds



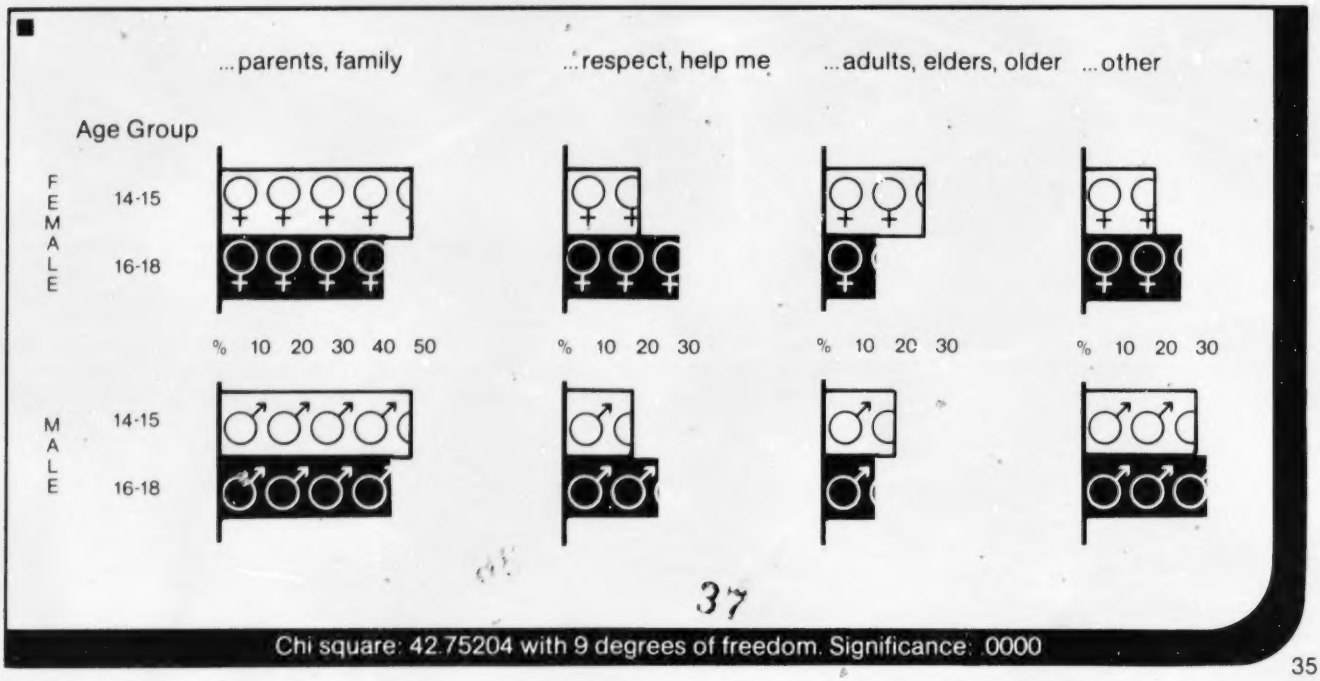
36

Chi square 85.80096 with 18 degrees of freedom Significance .0000





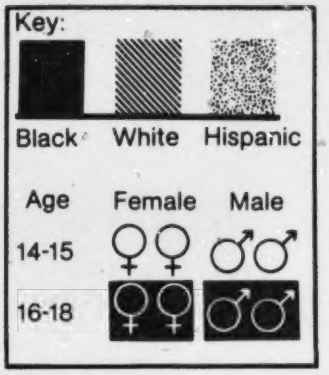
Chi square: 73.66972 with 18 degrees of freedom. Significance: .0000



37

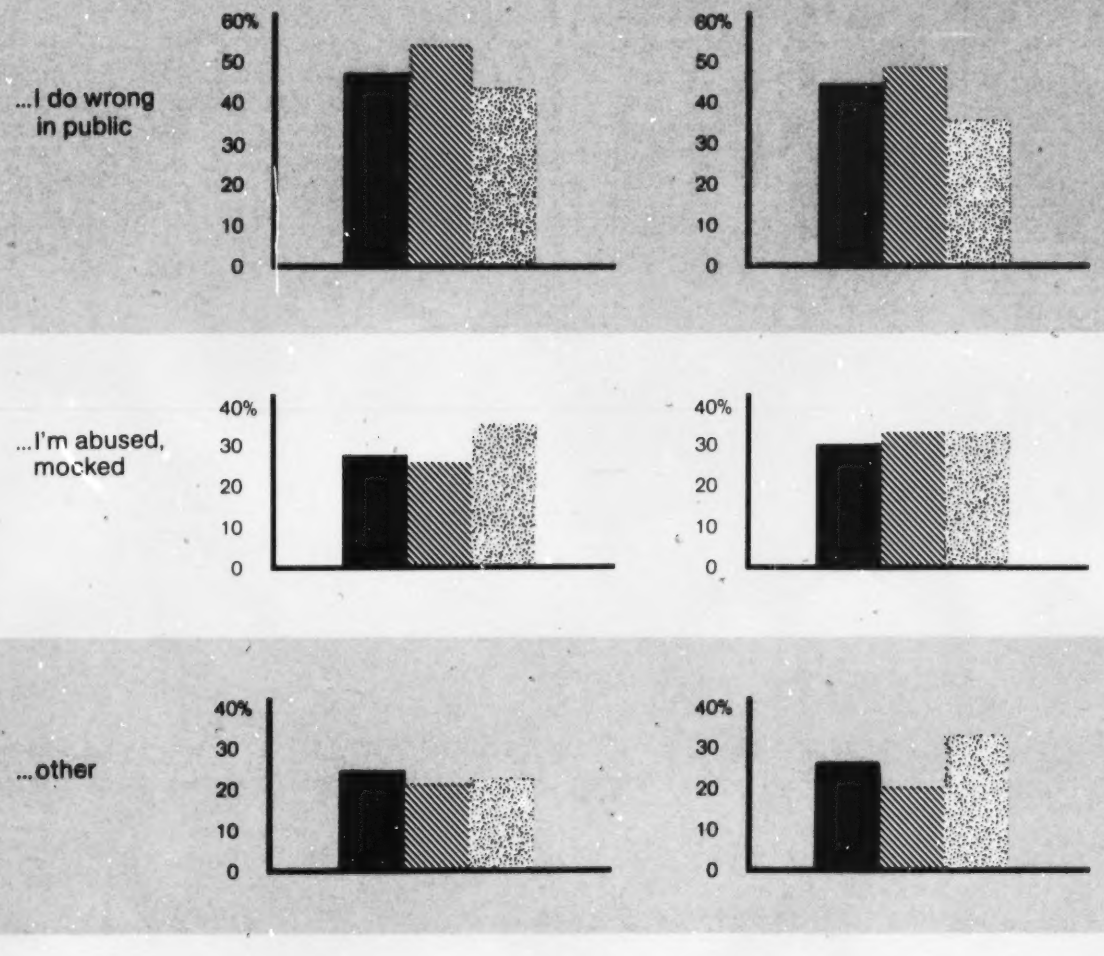
Chi square: 42.75204 with 9 degrees of freedom. Significance: .0000

It's embarrassing when...



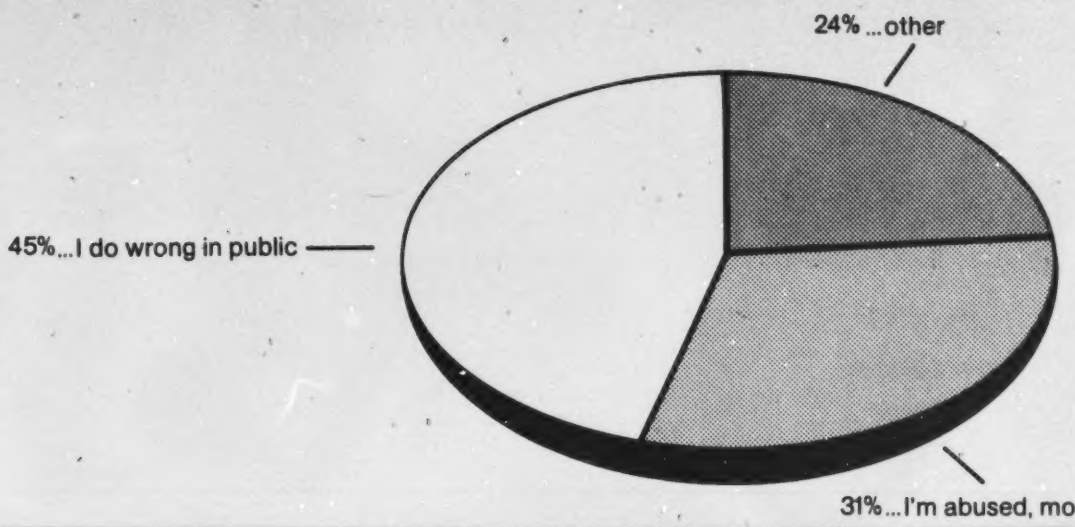
...I do wrong in public mentioned by • more Whites than Blacks and more Blacks than Hispanics, ▪ fewer 16-18 than 14-15 year old males, more male than female 14-15 year olds, more female than male 16-18 year olds

...I'm abused, mocked mentioned by • more 16-18 than 14-15 year old Blacks and Whites, fewer 16-18 than 14-15 year old Hispanics, more Hispanic than Black or White 14-15 year olds, * more females than males, more Hispanic than Black or White females, ▪ fewer 16-18 than 14-15 year old females, more 16-18 than 14-15 year old males



38

Chi square 17 49733 with 12 degrees of freedom Signficance: 1318 *



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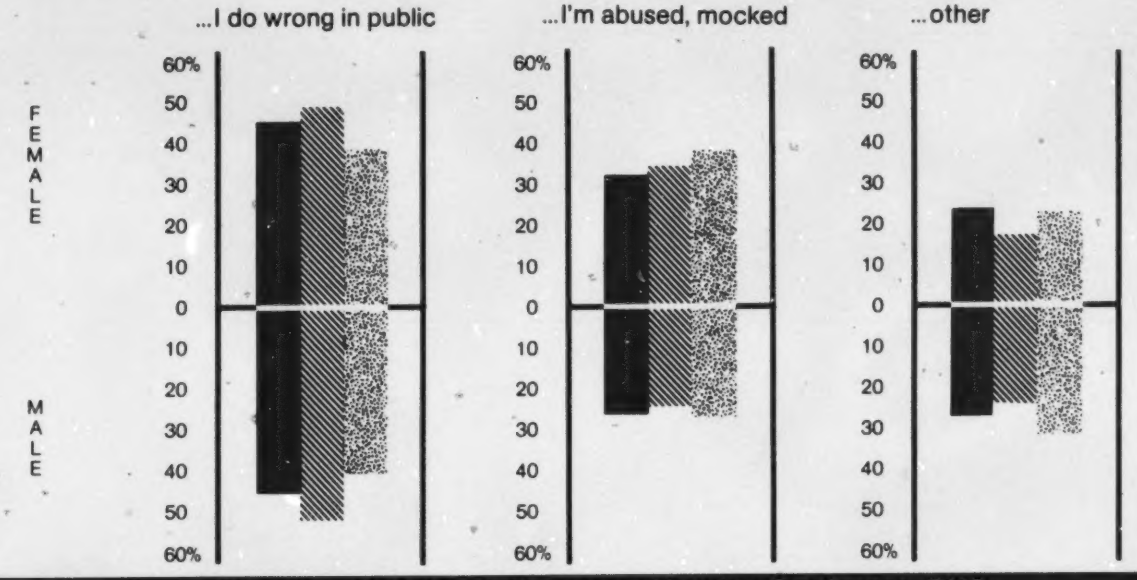
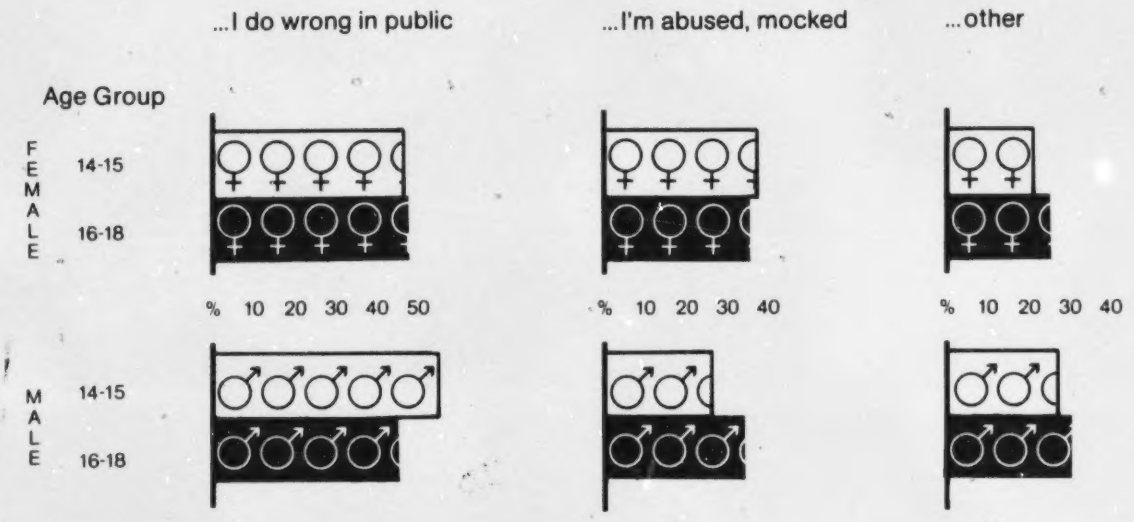


Chi square: 21.44814 with 12 degrees of freedom Significance: 0442

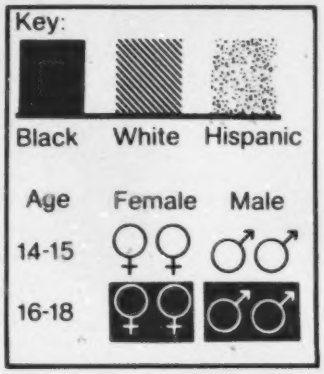
■



39

Chi square: 12.68966 with 6 degrees of freedom Significance: 0482

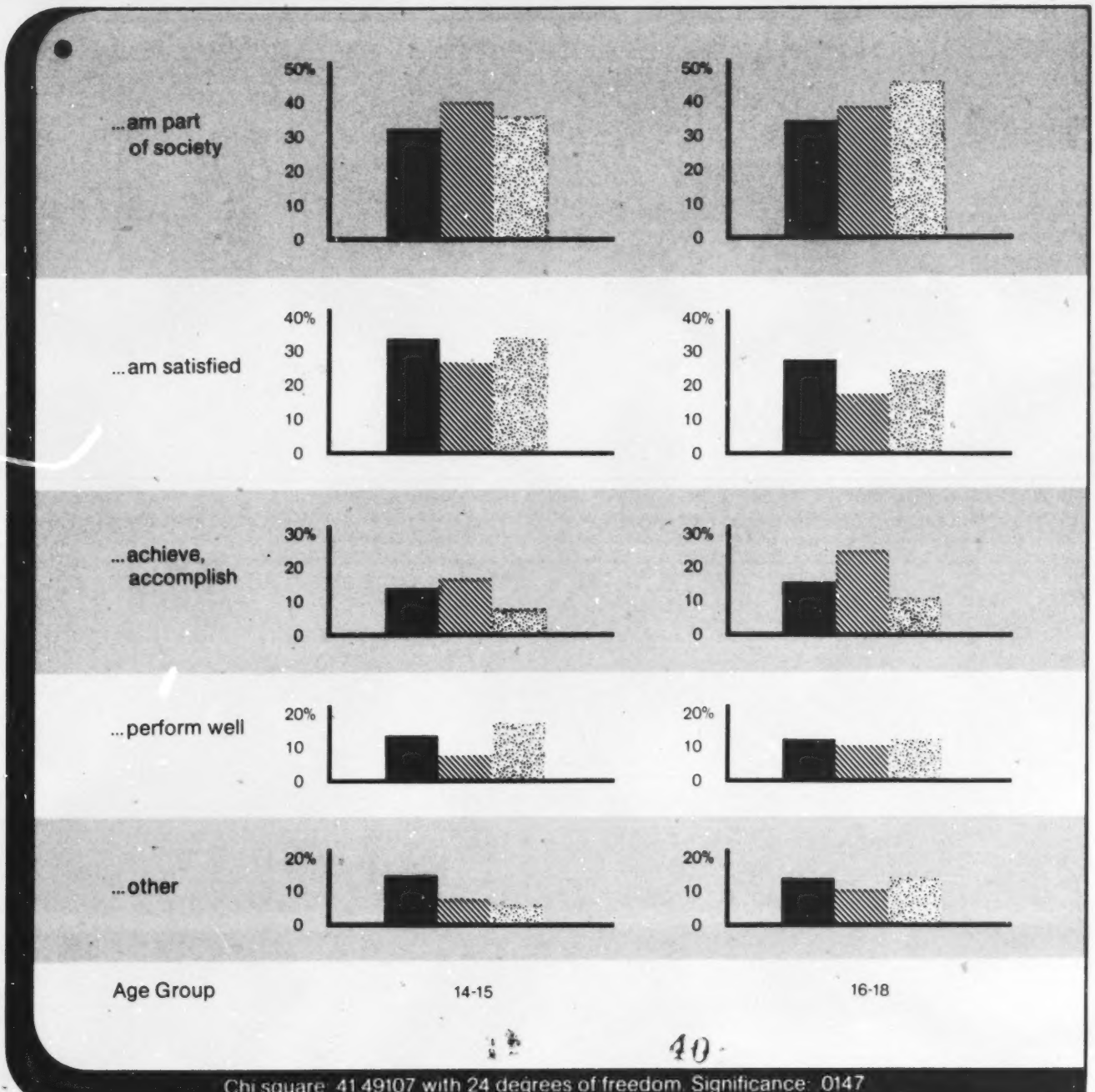
I feel happy when I...



...am part of society mentioned by • more White than Hispanic and more Hispanic than Black 14-15 year olds, more Hispanic than White and more White than Black 16-18 year olds, more 16-18 than 14-15 year old Blacks and Hispanics, ⋆ more females than males, more White than Hispanic and more Hispanic than Black females, more Hispanic than Black and more Black than White males

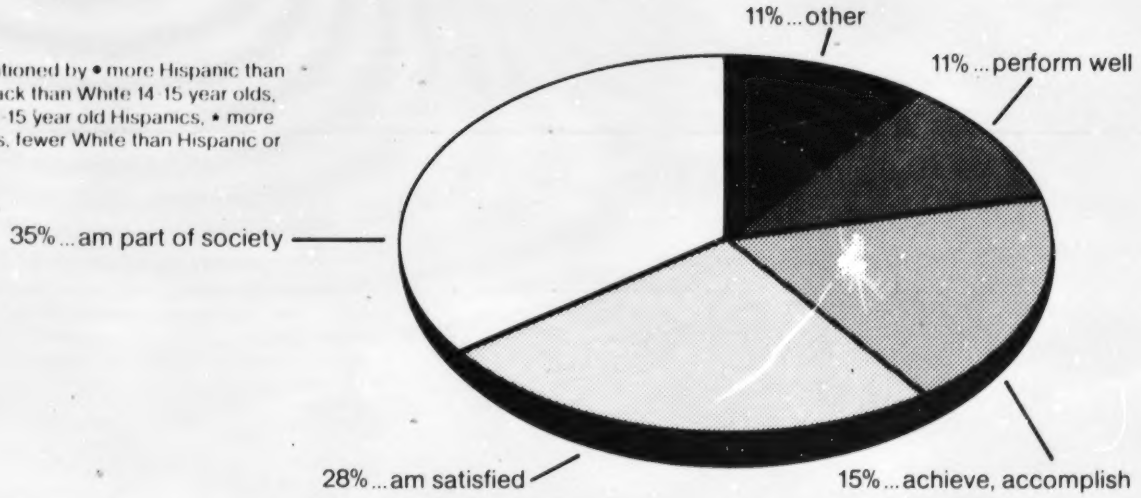
...am satisfied mentioned by • fewer Whites than Blacks or Hispanics, fewer 16-18 than 14-15 year olds, ⋆ more male than female Whites and Hispanics

...achieve, accomplish mentioned by • more Whites than Blacks and more Blacks than Hispanics, ⋆ more males than females, ▪ more 16-18 than 14-15 year olds



Chi square 41.49107 with 24 degrees of freedom. Significance: 0147

...*perform well* mentioned by • more Hispanic than Black and more Black than White 14-15 year olds, fewer 16-18 than 14-15 year old Hispanics, • more males than females, fewer White than Hispanic or Black males



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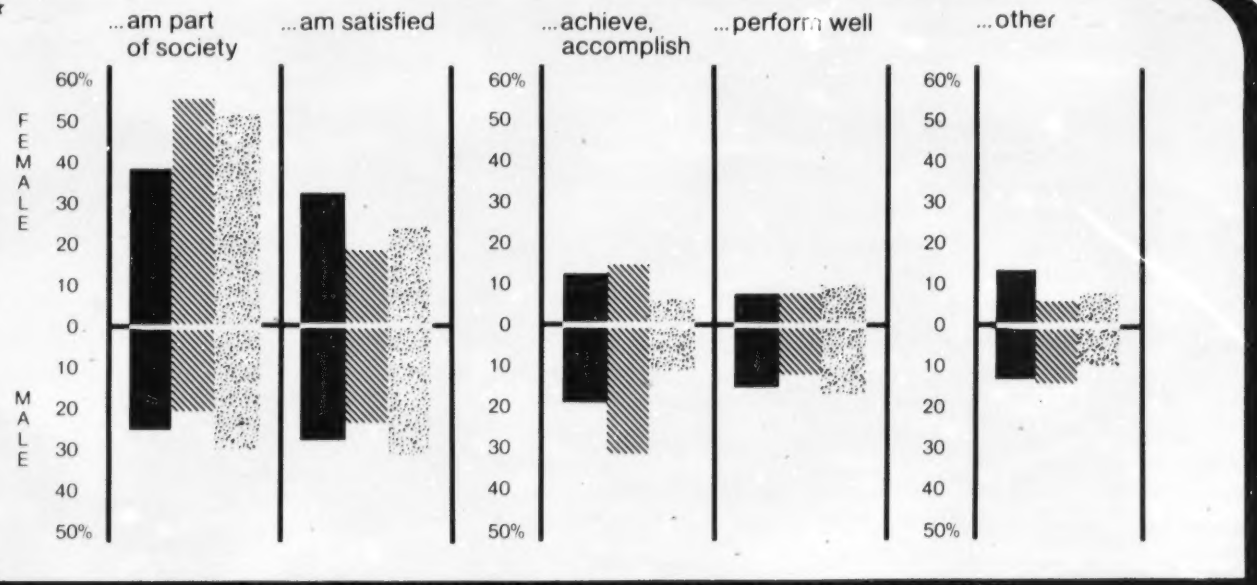
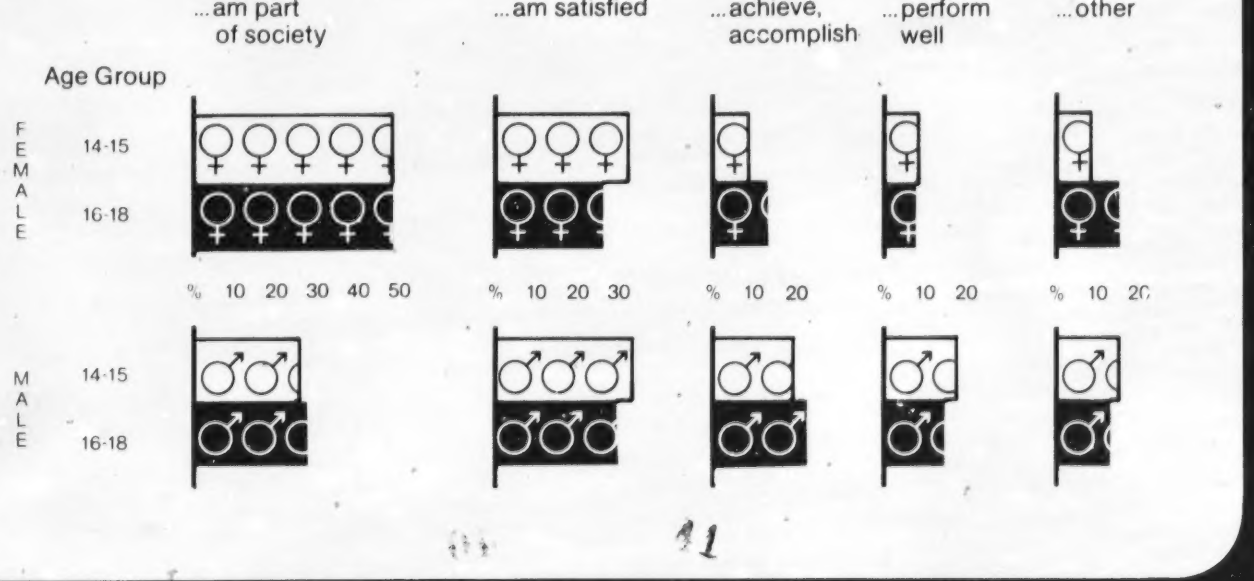


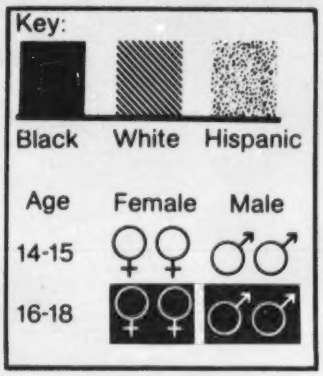
Chi square: 111.10042 with 24 degrees of freedom. Significance: .0000

■



Chi square: 72.21640 with 12 degrees of freedom. Significance: .0000

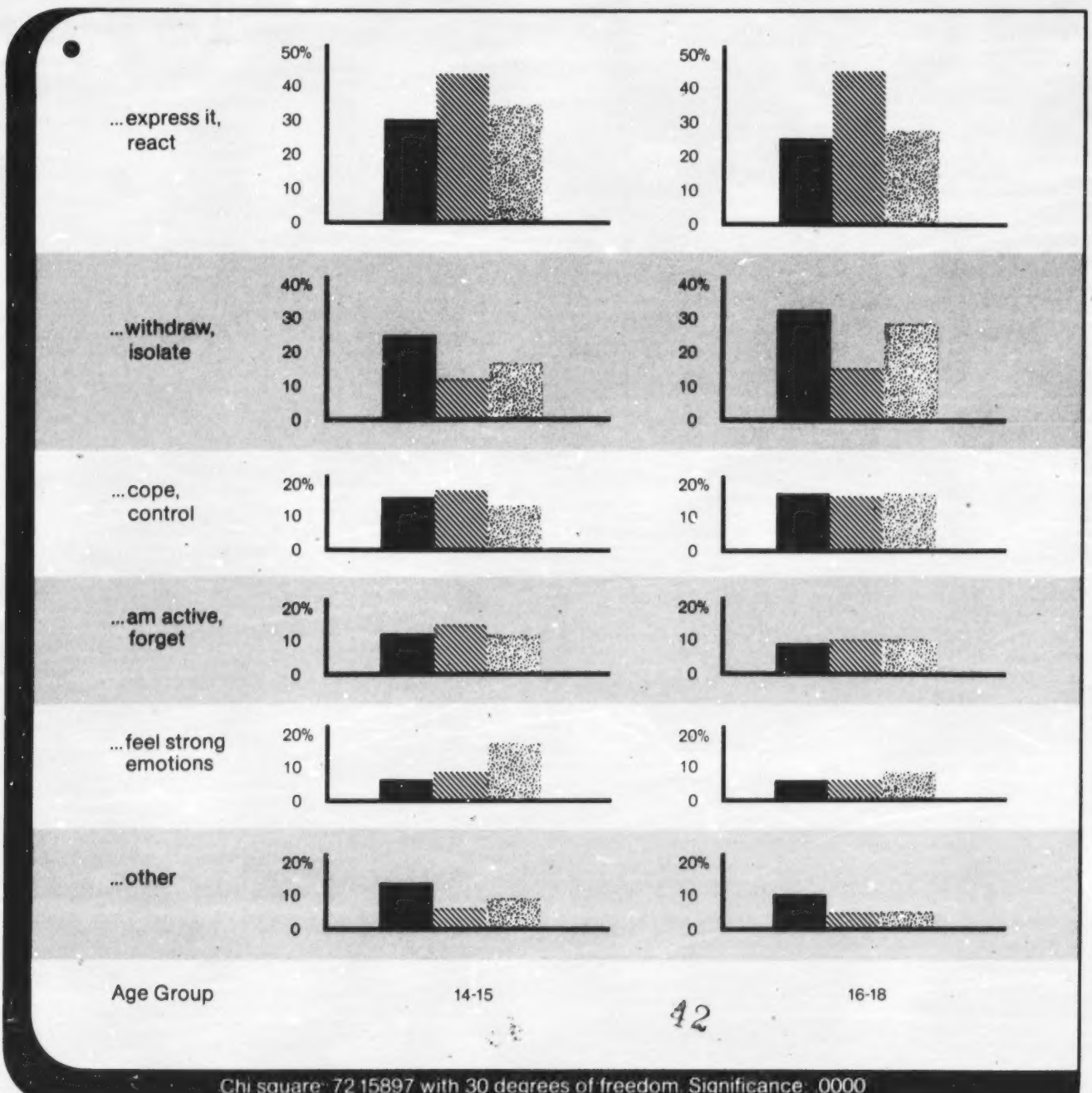
When I'm angry, I...



... *express it, react* mentioned by • more Whites than Hispanics or Blacks, more 16-18 than 14-15 year old Whites, fewer 16-18 than 14-15 year old Blacks and Hispanics, * more male than female Whites, more female than male Blacks and Hispanics

... *withdraw, isolate* mentioned by • more Blacks than Hispanics and male Hispanics than Whites, more 16-18 than 14-15 year olds, * more females than males

... *cope, control* mentioned by • fewer Hispanic than White or Black 14-15 year olds, more 16-18 than 14-15 year old Hispanics, * more Black than White and more White than Hispanic females, more White than Hispanic or Black males, • fewer 16-18 than 14-15 year old females, more 16-18 than 14-15 year old males

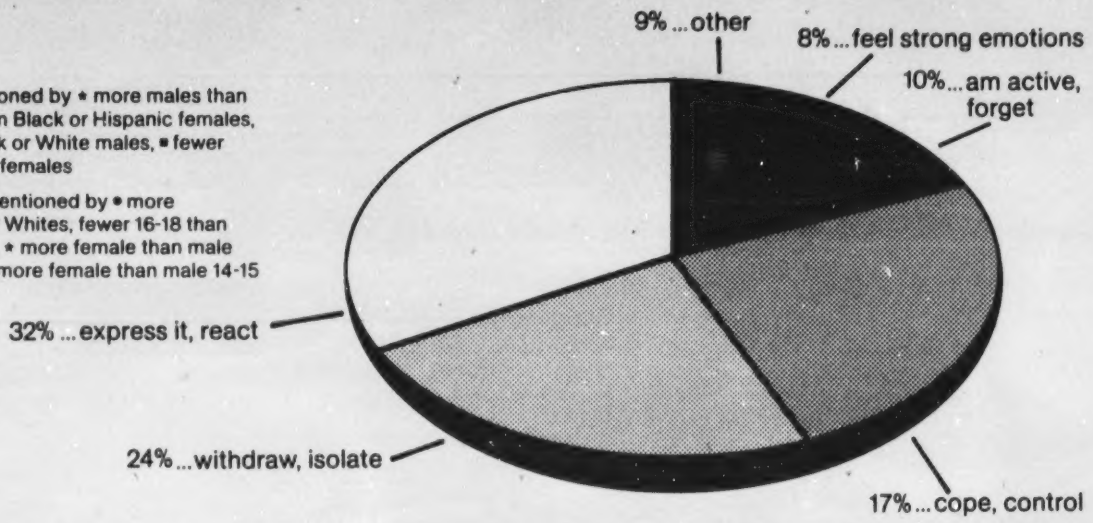


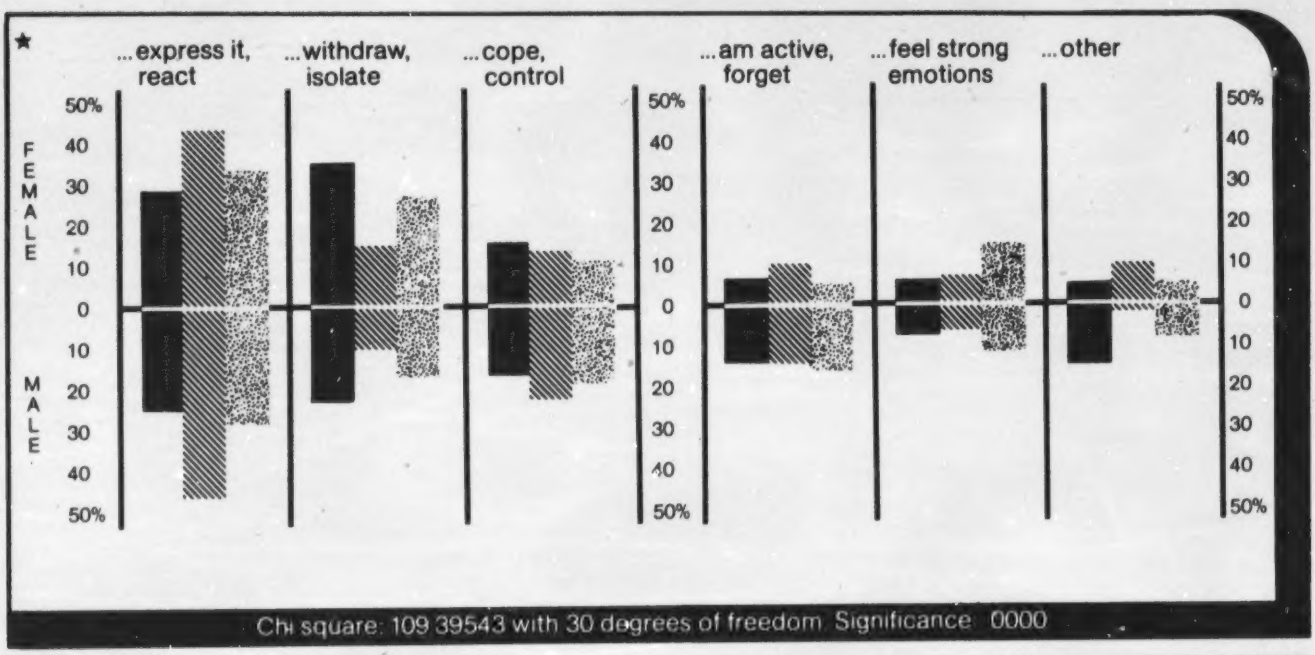
42

Chi square 72 15897 with 30 degrees of freedom Significance .0000

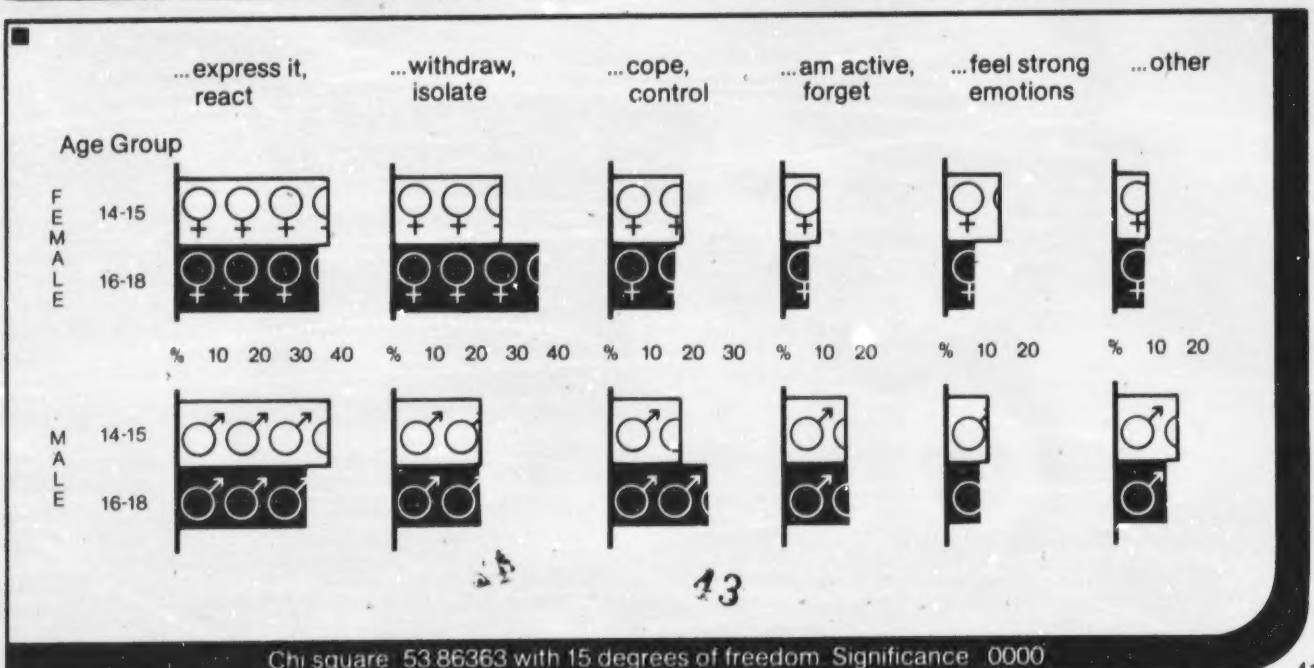
... *am active, forget* mentioned by * more males than females, more White than Black or Hispanic females, more Hispanic than Black or White males, ▪ fewer 16-18 than 14-15 year old females

... *feel strong emotions* mentioned by • more Hispanics than Blacks or Whites, fewer 16-18 than 14-15 year old Hispanics, * more female than male Whites and Hispanics, ▪ more female than male 14-15 year olds



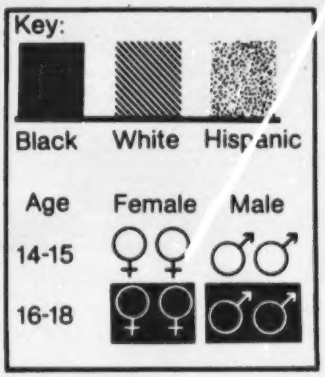


Chi square: 109 39543 with 30 degrees of freedom Significance 0000



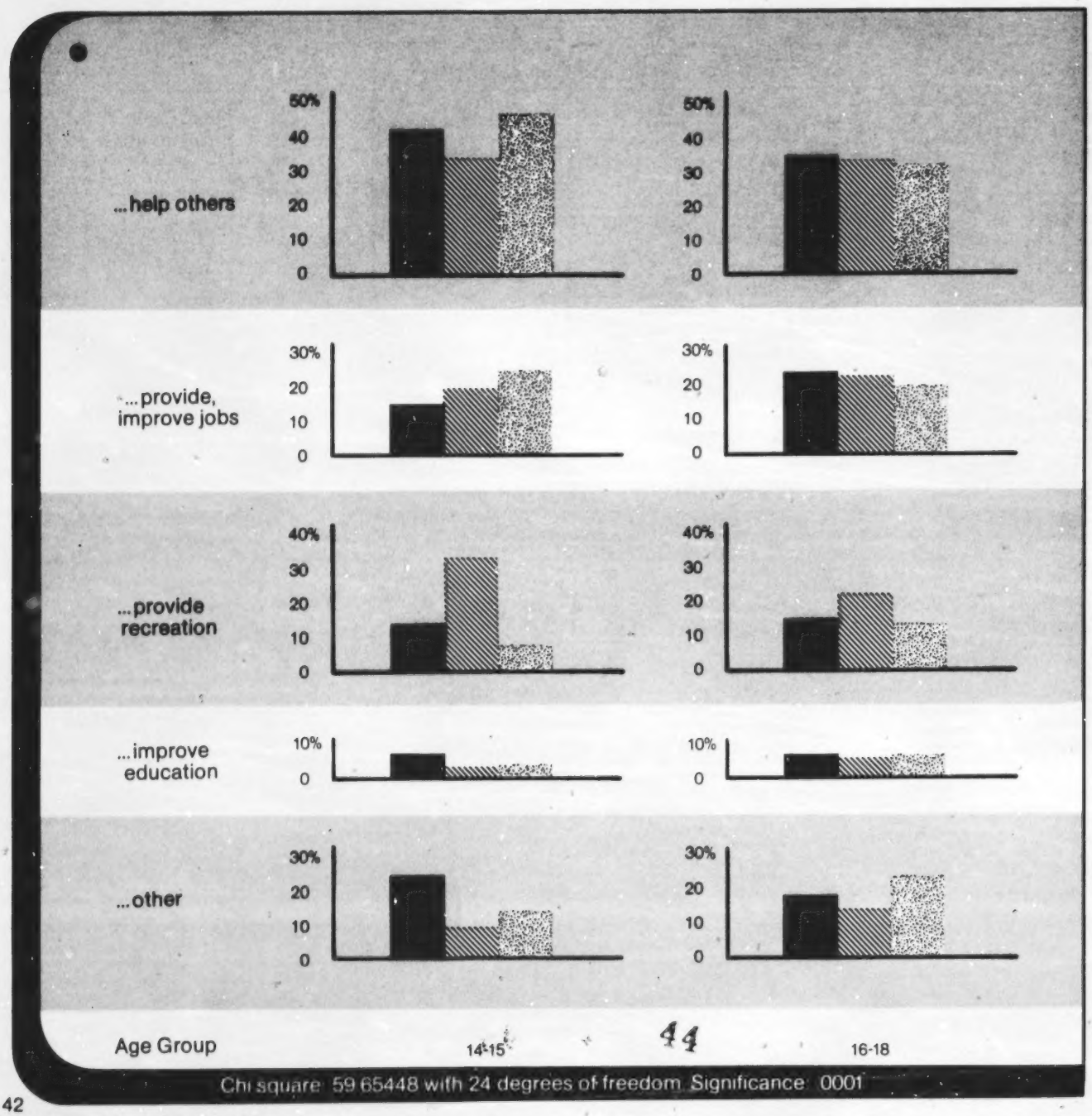
Chi square 53 86363 with 15 degrees of freedom Significance 0000

If I had $1 million to help youth, I would...



...help others mentioned by • more Hispanic than Black and more Black than White 14-15 year olds, fewer 16-18 than 14-15 year old Blacks and Hispanics, * more Hispanic than Black or White females. fewer White than Black or Hispanic males, more females than males

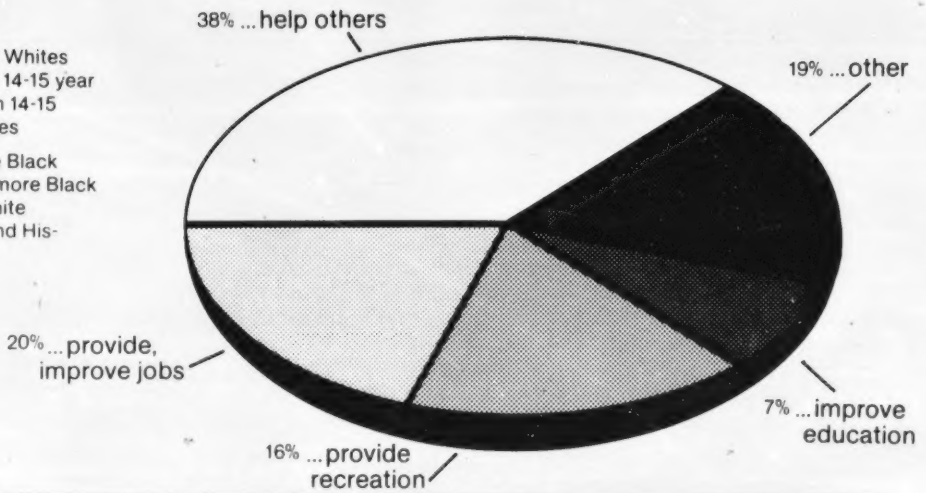
...provide, improve jobs mentioned by • more Hispanic than White and more White than Black 14-15 year olds, fewer Hispanic than Black or White 16-18 year olds, fewer 16-18 than 14-15 year old Hispanics, more 16-18 than 14-15 year old Blacks and Whites

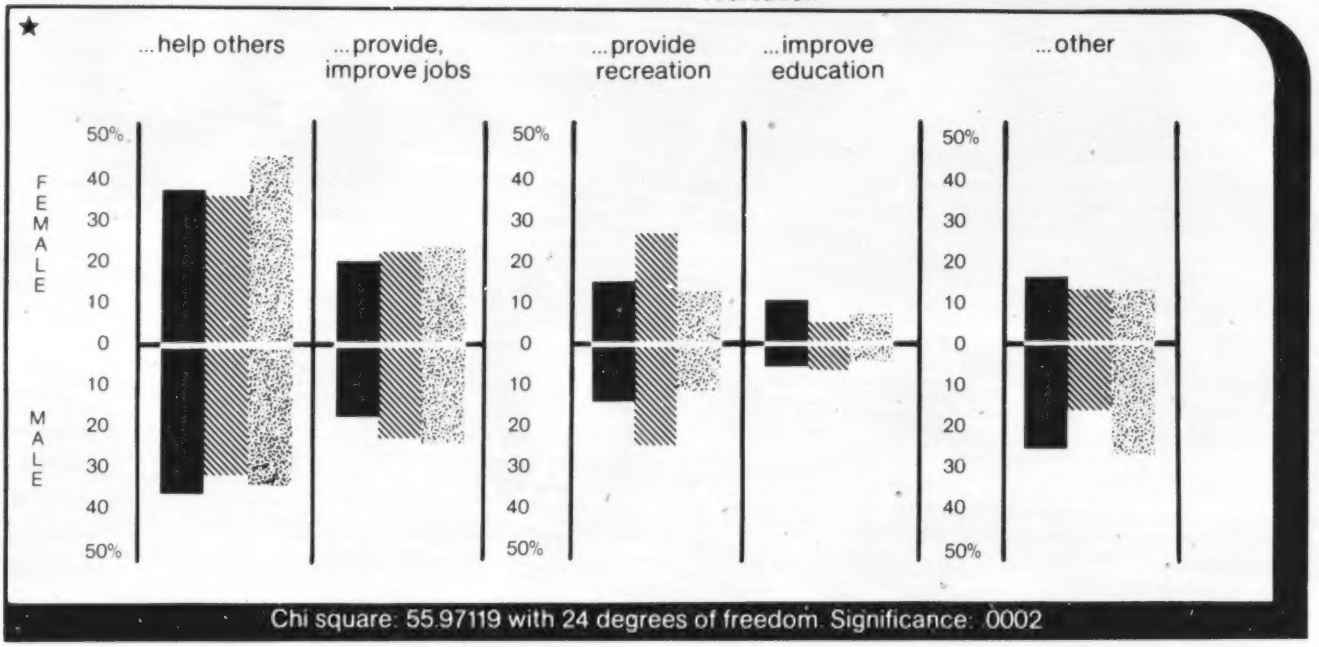


Chi square 59 65448 with 24 degrees of freedom Significance 0001

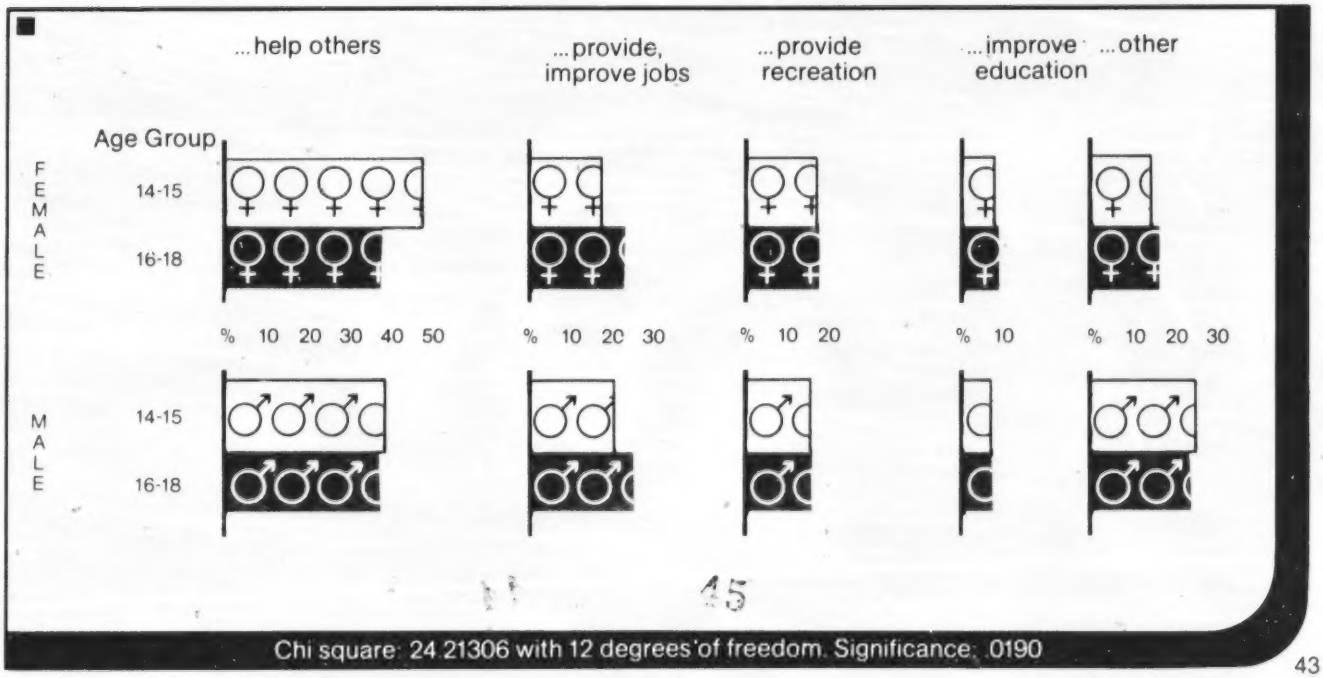
...*provide recreation* mentioned by • more Whites than Blacks or Hispanics, more 16-18 than 14-15 year old Blacks and Hispanics, fewer 16-18 than 14-15 year old Whites, ⋆ more females than males

...*improve education* mentioned by • more Black than White or Hispanic 14-15 year olds, ⋆ more Black than Hispanic and more Hispanic than White females, more female than male Blacks and Hispanics, more male than female Whites



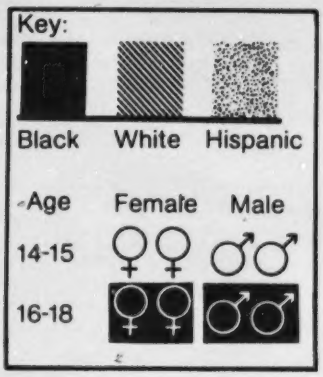


Chi square: 55.97119 with 24 degrees of freedom. Significance: .0002



Chi square: 24.21306 with 12 degrees of freedom. Significance: .0190

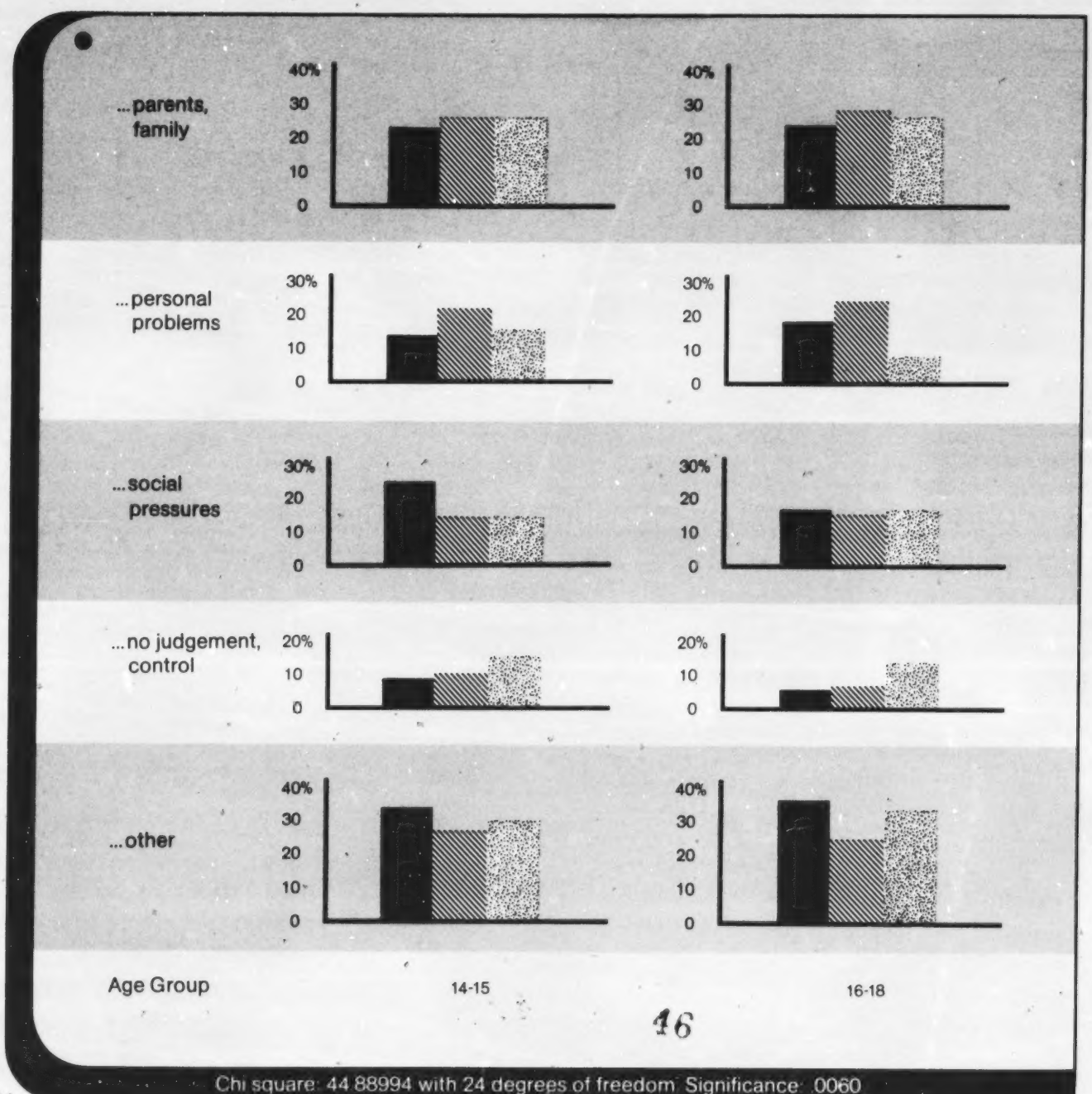
Some young people have drug problems



...*parents, family* mentioned by * more females than males, more White than Black or Hispanic females, more Hispanic than White and more White than Black males, ▪ more 16-18 than 14-15 year old females, fewer 16-18 than 14-15 year old males

...*personal problems* mentioned by • more 16-18 than 14-15 year old Blacks and Whites, fewer 16-18 than 14-15 year old Hispanics, more Whites than Blacks or Hispanics, ▪ more females than males

...*social pressures* mentioned by • more Black than White or Hispanic 14-15 year olds, fewer 16-18 than 14-15 year old Blacks, * more male than female Blacks and Whites, more Black than Hispanic and more Hispanic than White females, more Black than White and more White than Hispanic males

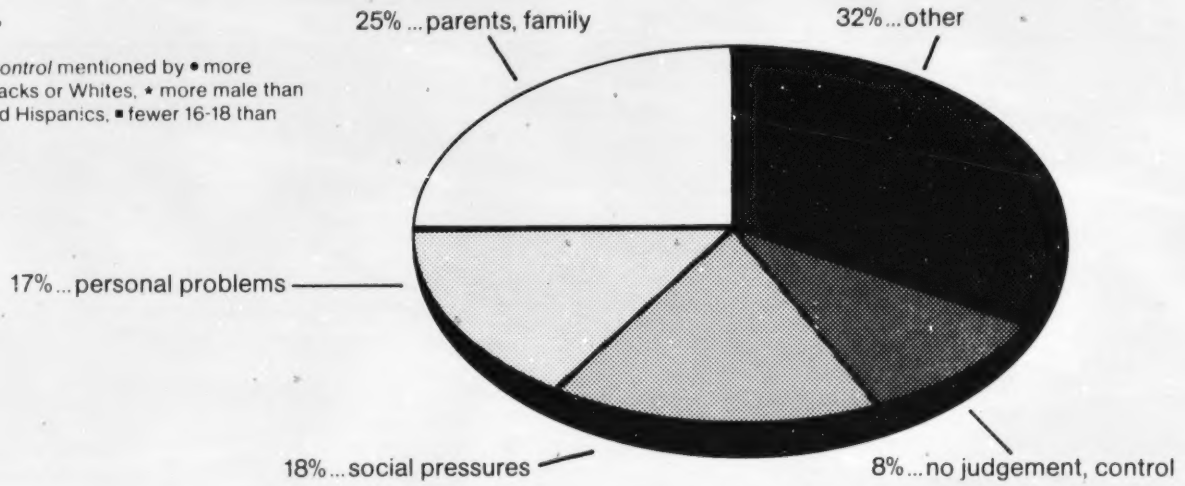


16

Chi square: 44 88994 with 24 degrees of freedom Significance: .0060

because...

...no judgement, control mentioned by • more Hispanics than Blacks or Whites, ⋆ more male than female Whites and Hispanics, ■ fewer 16-18 than 14-15 year olds



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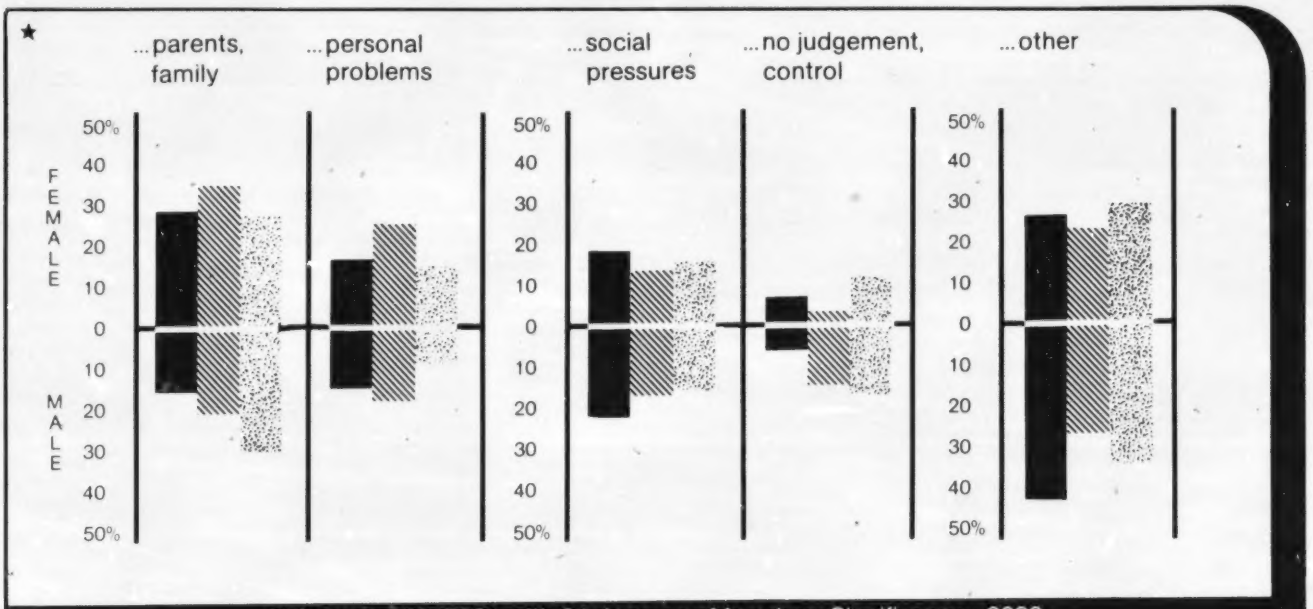
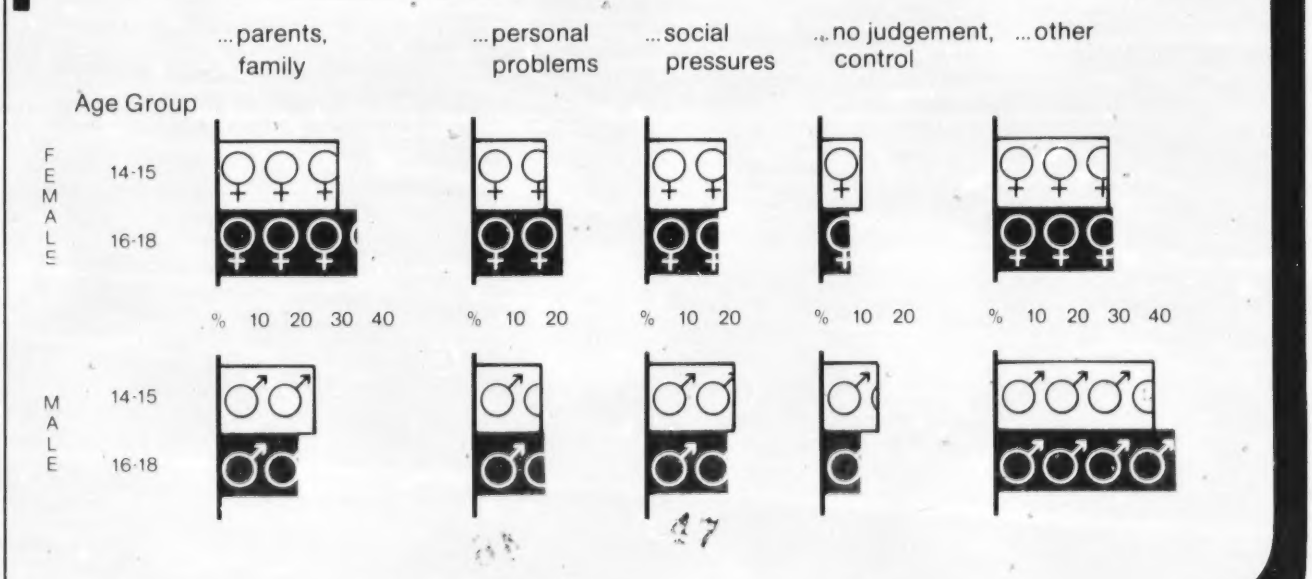


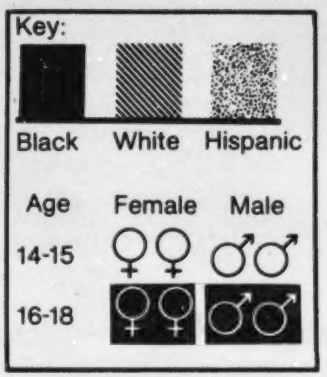
Chi square: 76.17284 with 24 degrees of freedom. Significance: .0000

■



Chi square: 40.10661 with 12 degrees of freedom. Significance: .0001

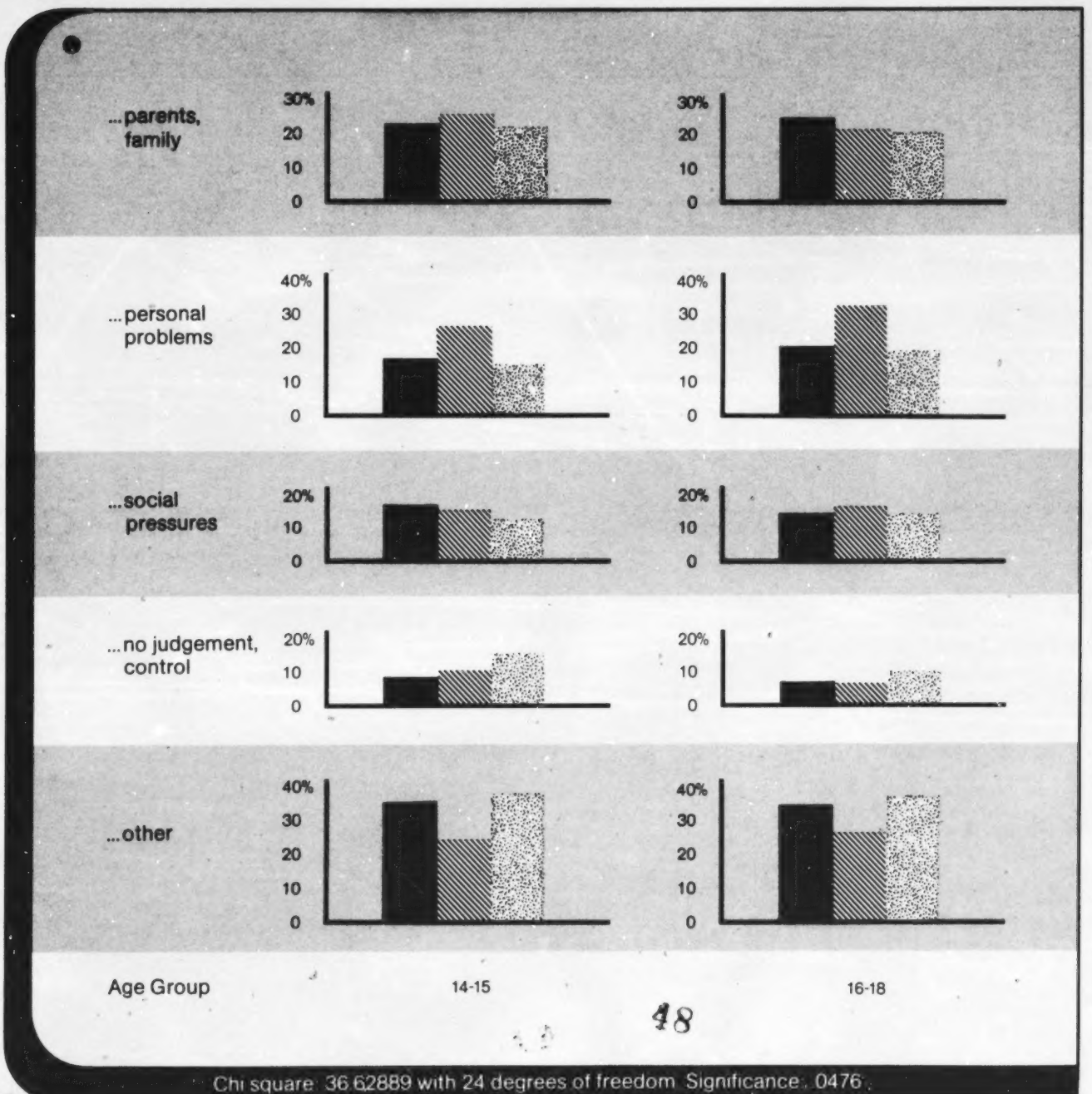
Some young people have alcohol problems



... *parents, family* mentioned by • more White than Black or Hispanic 14-15 year olds, more Black than White or Hispanic 16-18 year olds, ⋆ fewer Hispanic than Black or White females, ▪ more 16-18 than 14-15 year old females

... *personal problems* mentioned by • more Whites than Blacks or Hispanics, ⋆ more females than males, ▪ more 16-18 than 14-15 year olds

... *social pressures* mentioned by • fewer Hispanic than Black or White 14-15 year olds, more White than Black or Hispanic 16-18 year olds, ⋆ more Black than White and more White than Hispanic females, more White than Hispanic and more Hispanic than Black males, ▪ fewer 16-18 than 14-15 year old males

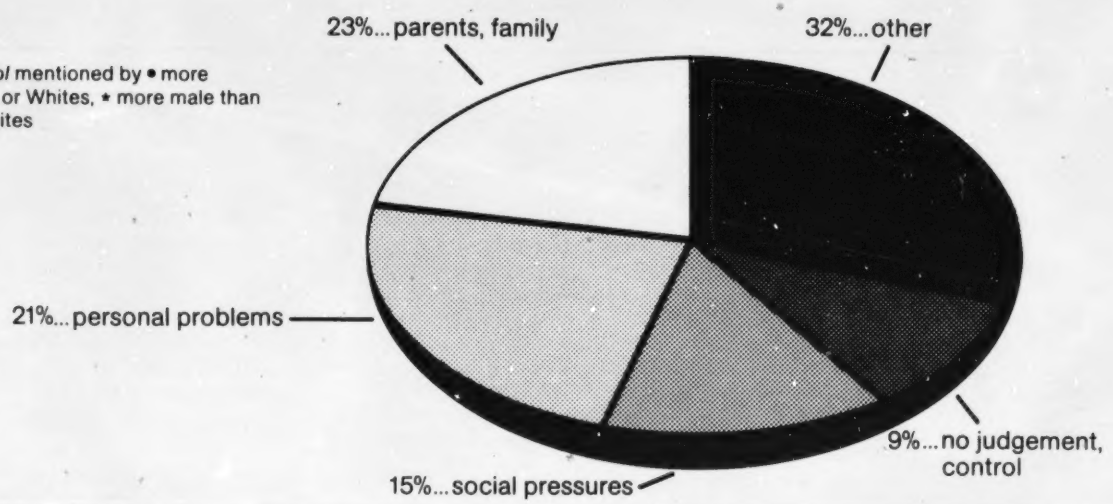


48

Chi square 36.62889 with 24 degrees of freedom Significance .0476

because...

...no judgement, control mentioned by • more Hispanics than Blacks or Whites, * more male than female Blacks and Whites



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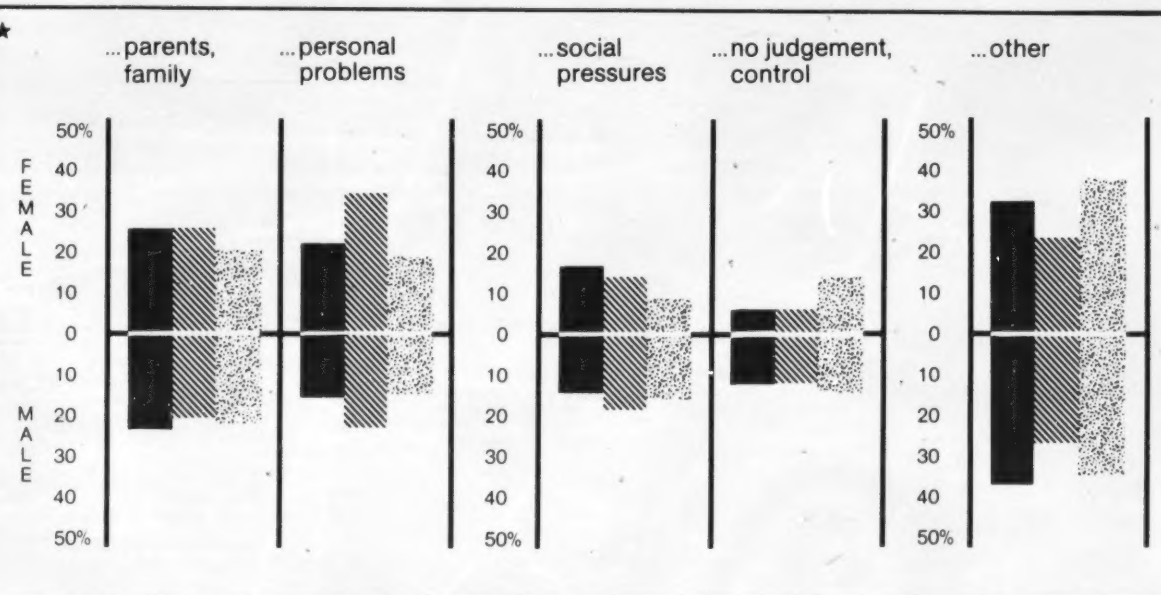
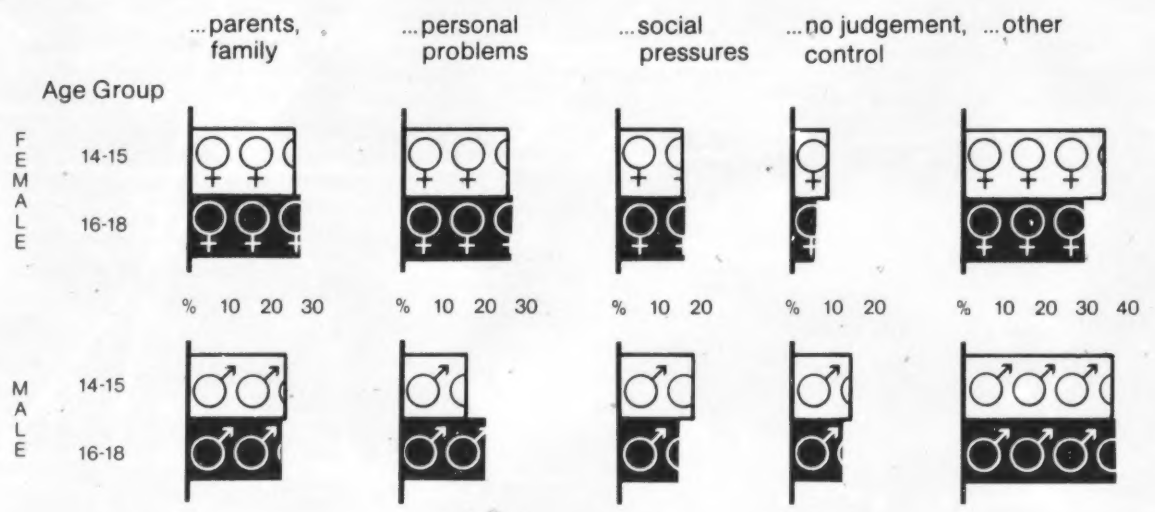


Chi square: 53.44974 with 24 degrees of freedom. Significance: .0005

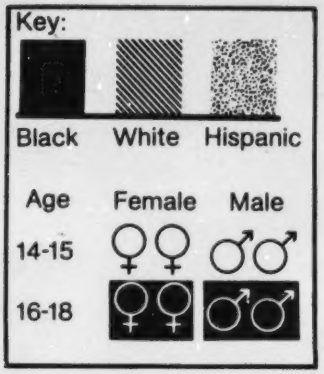
■



49

Chi square: 21.34450 with 12 degrees of freedom. Significance: .0456

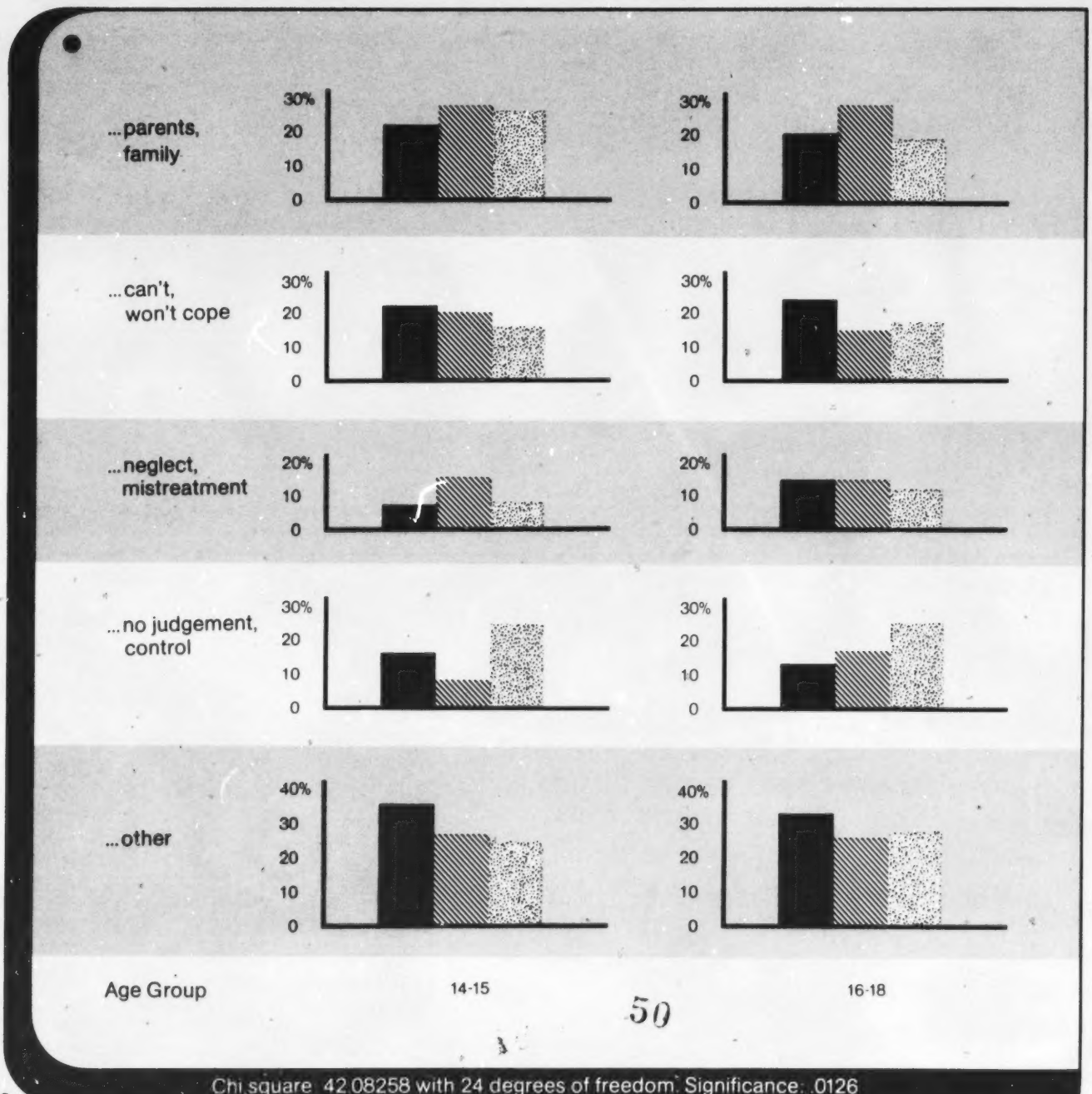
Some young people have personal problems



...parents, family mentioned by • more Whites than Blacks or Hispanics, fewer 16-18 than 14-15 year old Hispanics, more female than male Blacks and Hispanics, ▪ fewer 16-18 than 14-15 year old females

...can't, won't cope mentioned by • fewer 16-18 than 14-15 year old Whites, ⋆ more female than male Blacks, more male than female Hispanics, more Black than White or Hispanic females, more Hispanic than Black or White males, ▪ more 16-18 than 14-15 year old males

...neglect, mistreatment mentioned by • more White than Black or Hispanic 14-15 year olds, fewer 16-18 than 14-15 year old Whites, more 16-18 than 14-15 year old Blacks and Hispanics, ⋆ more White than Black or Hispanic females, more females than males

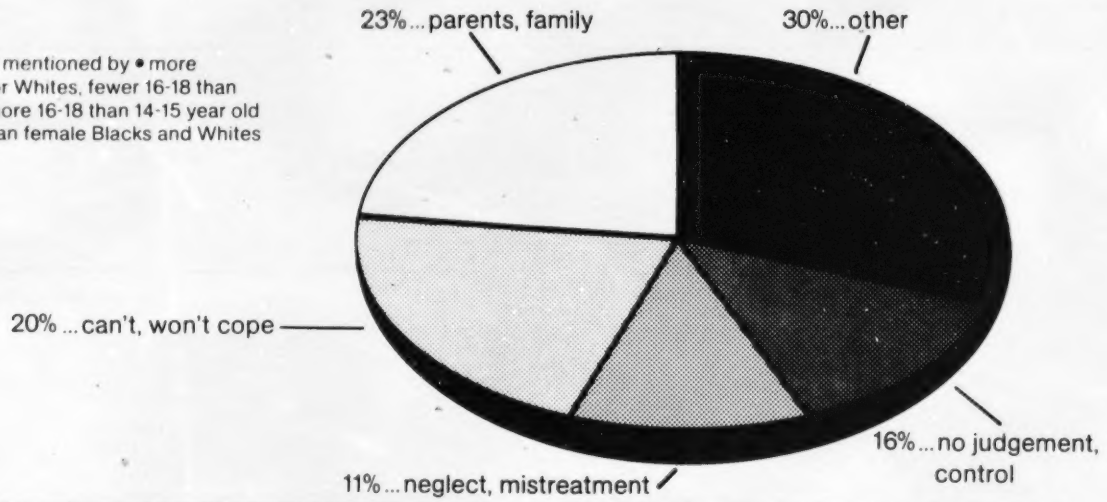


50

Chi square 42.08258 with 24 degrees of freedom. Significance: .0126

because...

...*no judgement, control* mentioned by • more Hispanics than Blacks or Whites, fewer 16-18 than 14-15 year old Blacks, more 16-18 than 14-15 year old Whites, • more male than female Blacks and Whites



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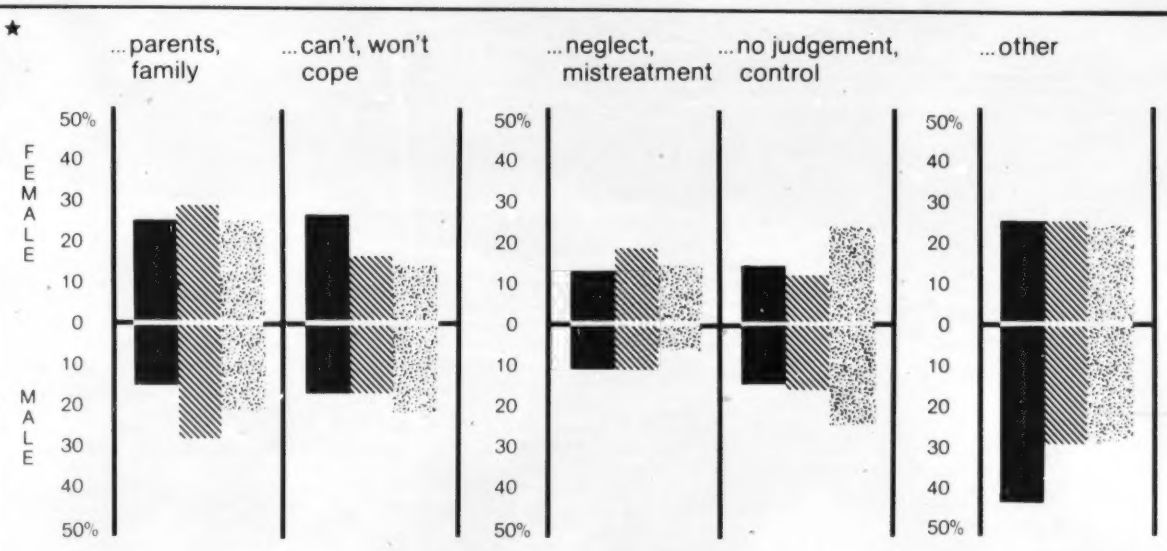
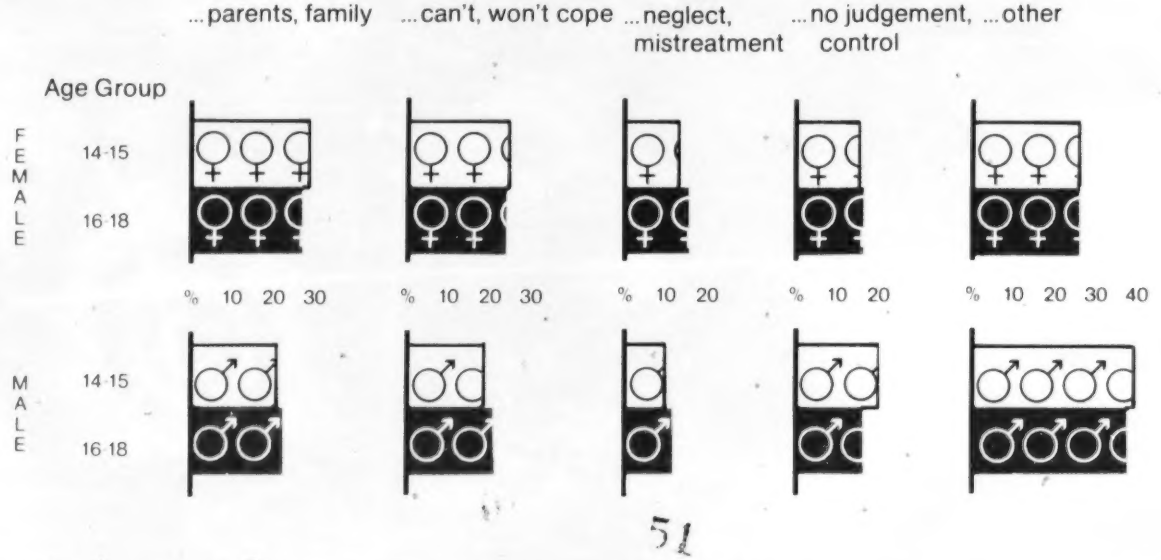


Chi square: 70.77036 with 24 degrees of freedom. Significance: .0000

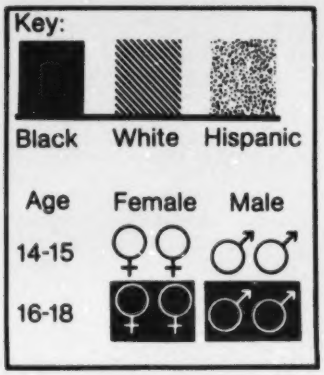
■



51

Chi square: 31.96382 with 12 degrees of freedom. Significance: .0014

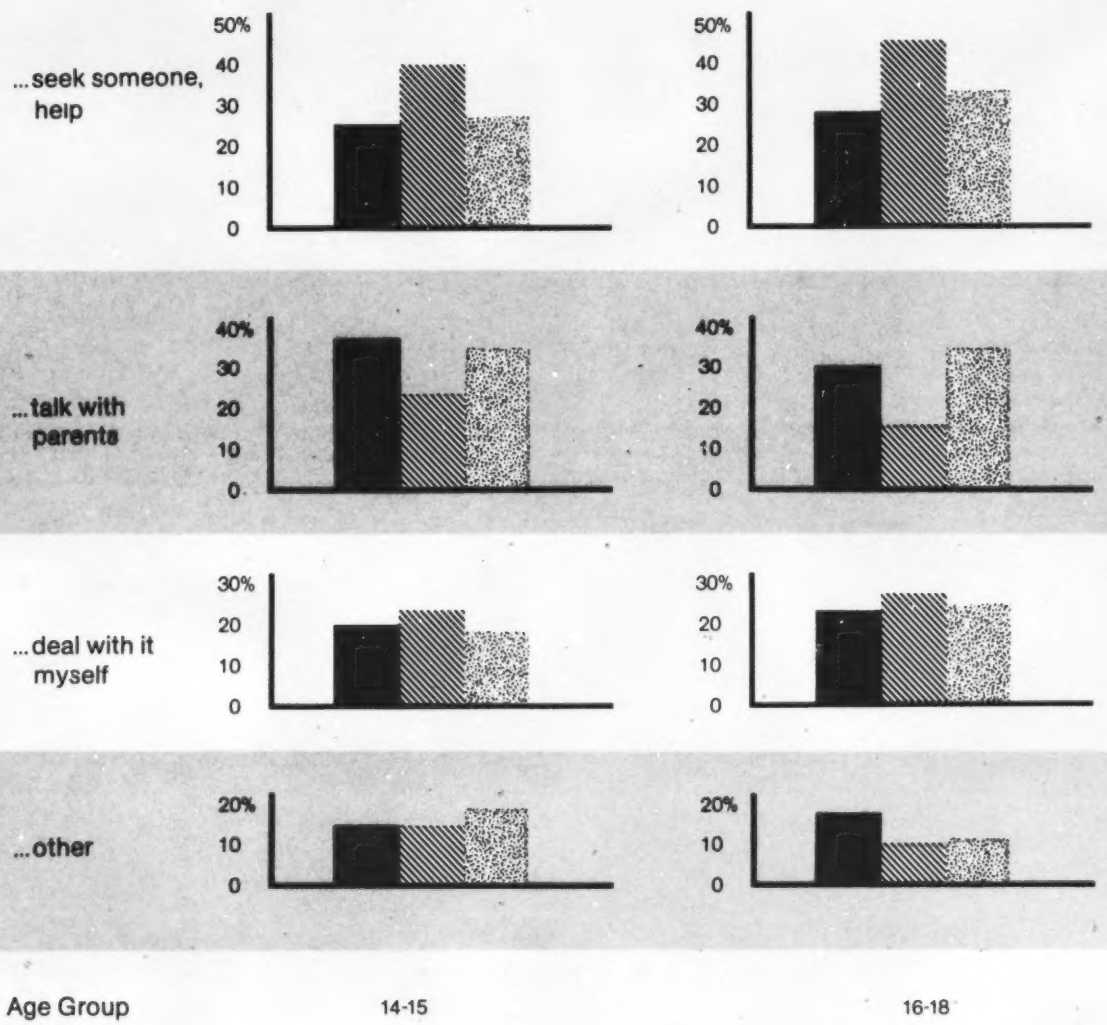
If I have a personal problem, I...



... *seek someone, help* mentioned by • more Whites than Blacks or Hispanics, more 16-18 than 14-15 year olds, ⋆ more female than male Whites and Blacks, more male than female Hispanics, ▪ more female than male 16-18 year olds

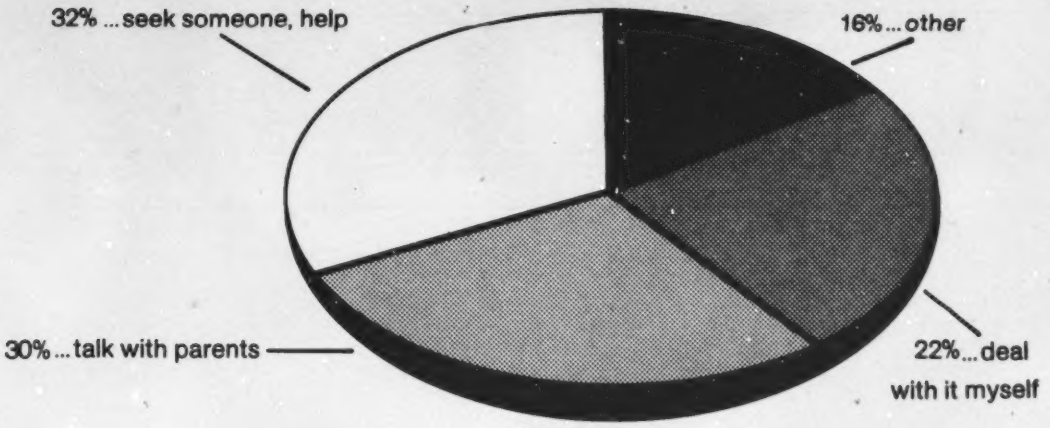
... *talk with parents* mentioned by • fewer 16-18 than 14-15 year olds, fewer White than Hispanic and fewer Hispanic than Black 14-15 year olds, fewer White than Black and fewer Black than Hispanic 16-18 year olds, ⋆ fewer males than females

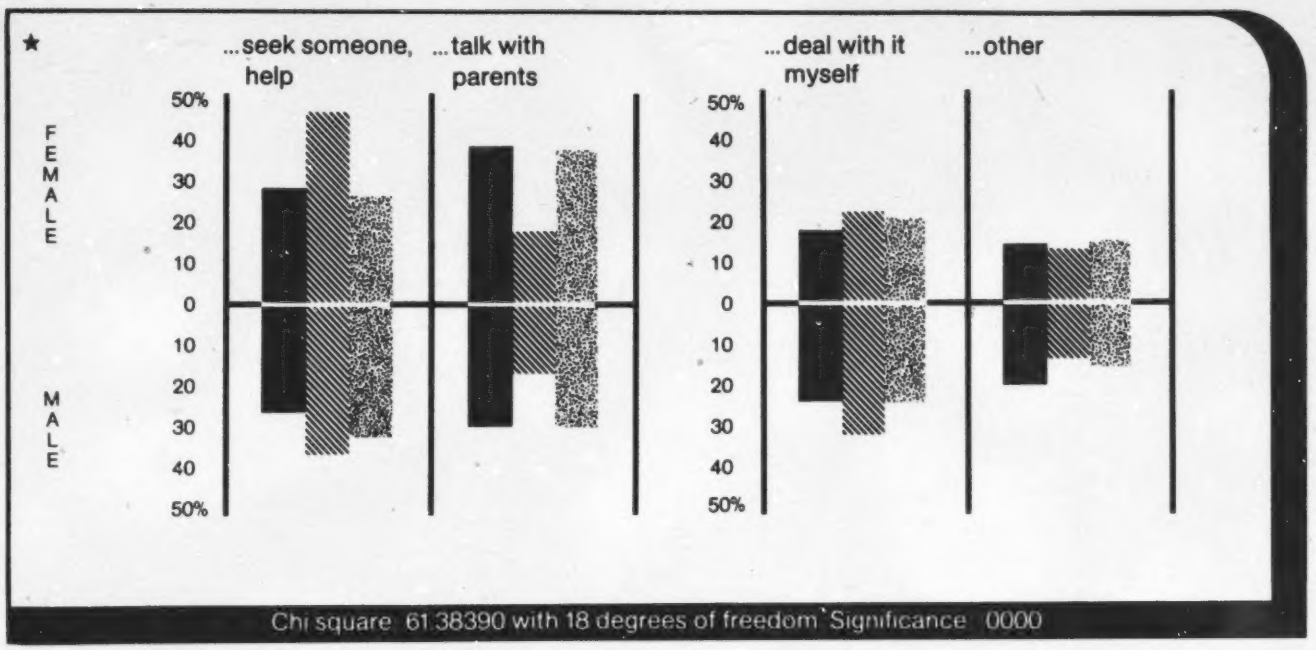
... *deal with it myself* mentioned by • more Whites than Blacks or Hispanics, ⋆ more males than females, ▪ more 16-18 than 14-15 year old males



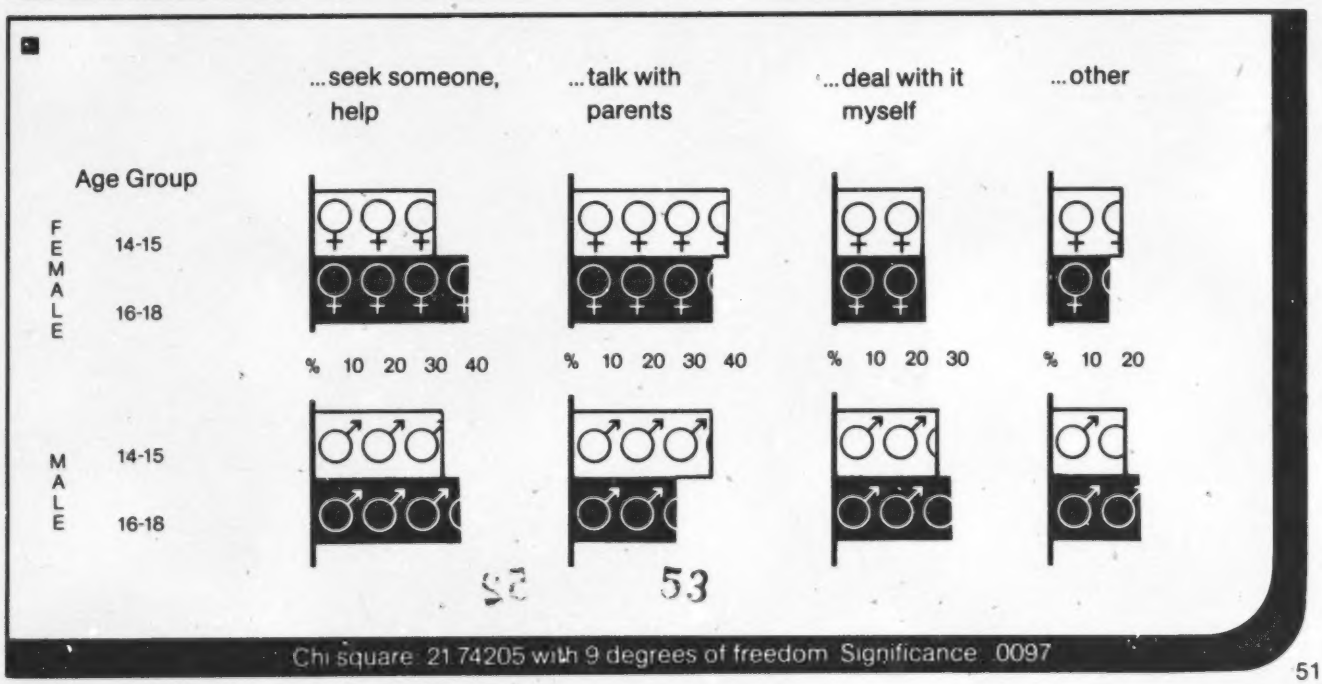
52

Chi square: 57.45447 with 18 degrees of freedom. Significance: .0000



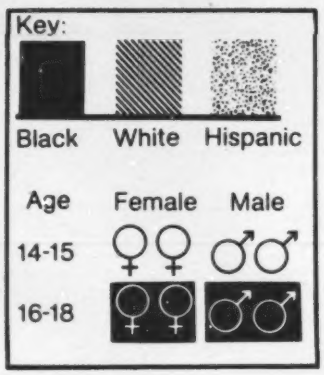


Chi square 61.38390 with 18 degrees of freedom Significance .0000



Chi square 21.74205 with 9 degrees of freedom Significance .0097

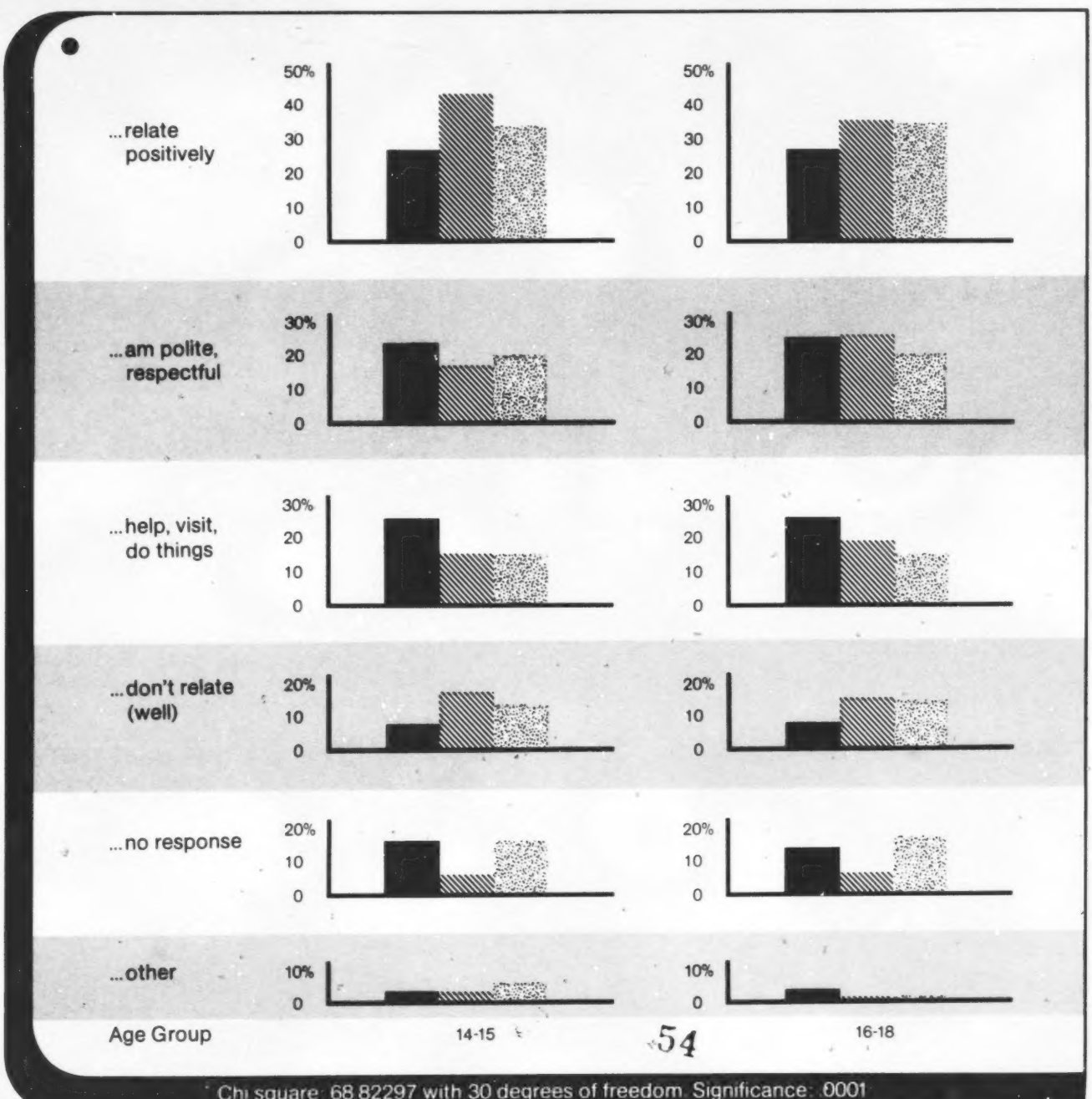
With senior citizens, I...



...*relate positively* mentioned by • fewer Blacks than Whites or Hispanics, fewer 16-18 than 14-15 year old Whites, * more females than males, ▪ fewer 16-18 than 14-15 year old males

...*am polite, respectful* mentioned by • more 16-18 than 14-15 year old Whites and Blacks, fewer Hispanic than White or Black 16-18 year olds, * fewer Hispanic than White or Black males, more males than females

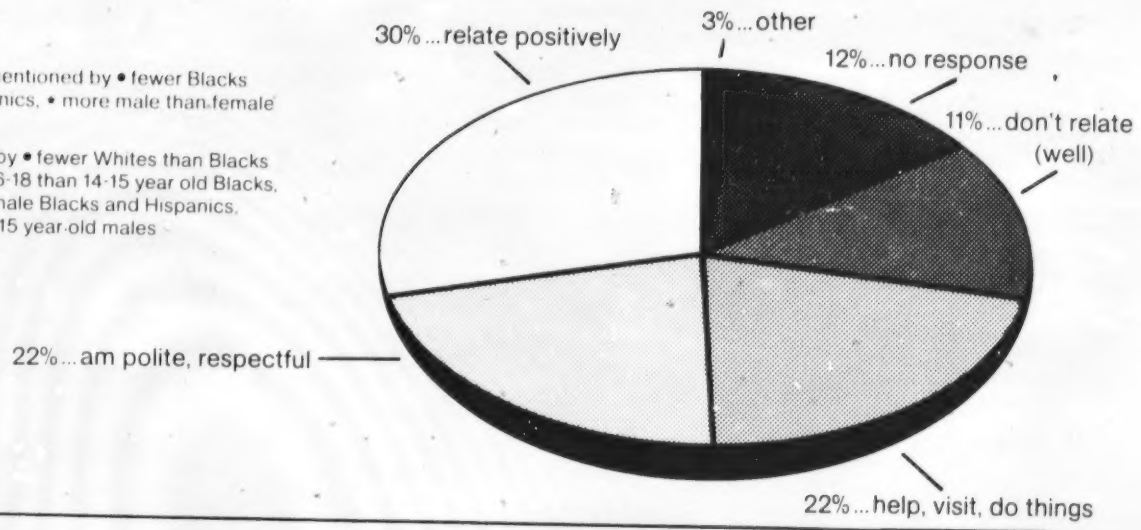
...*help, do things, visit* mentioned by • more Blacks than Whites or Hispanics, more 16-18 than 14-15 year old Whites, * more female than male Blacks and Whites, more male than female Hispanics, ▪ fewer 16-18 than 14-15 year old females, more 16-18 than 14-15 year old males



Chi square 68.82297 with 30 degrees of freedom Significance .0001

...don't relate (well) mentioned by • fewer Blacks than Whites or Hispanics, • more male than female Whites and Blacks

...no response given by • fewer Whites than Blacks or Hispanics, fewer 16-18 than 14-15 year old Blacks, • more male than female Blacks and Hispanics, • fewer 16-18 than 14-15 year-old males



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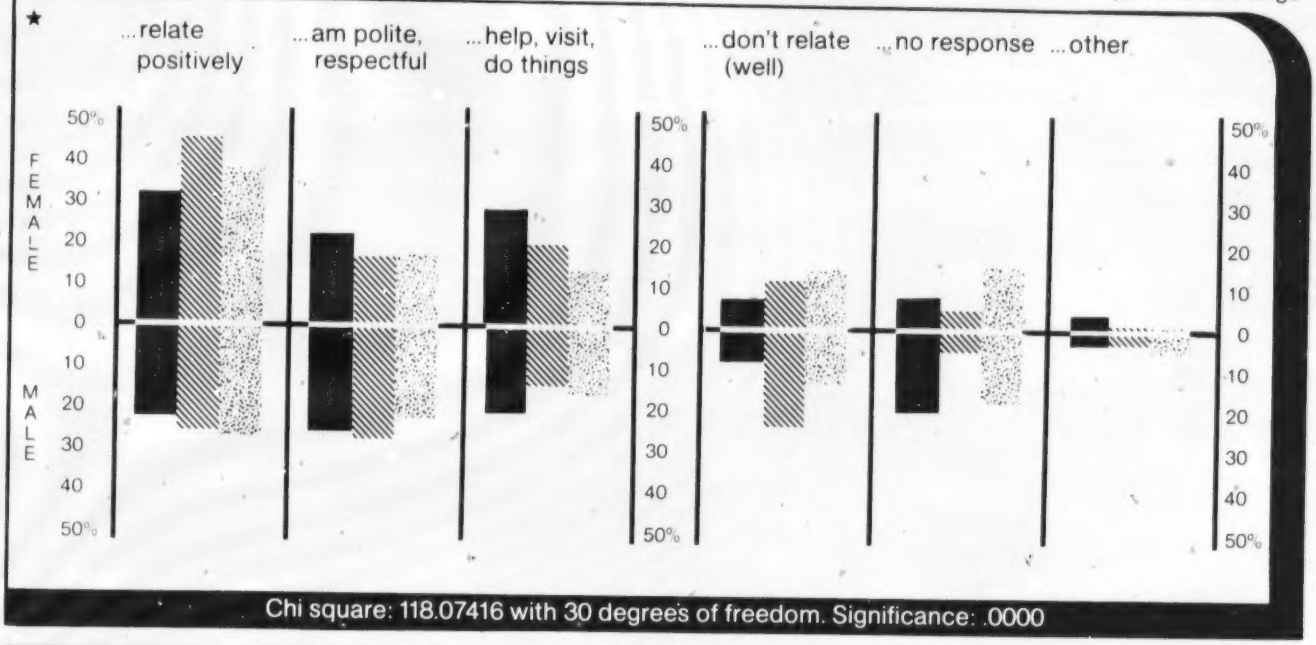
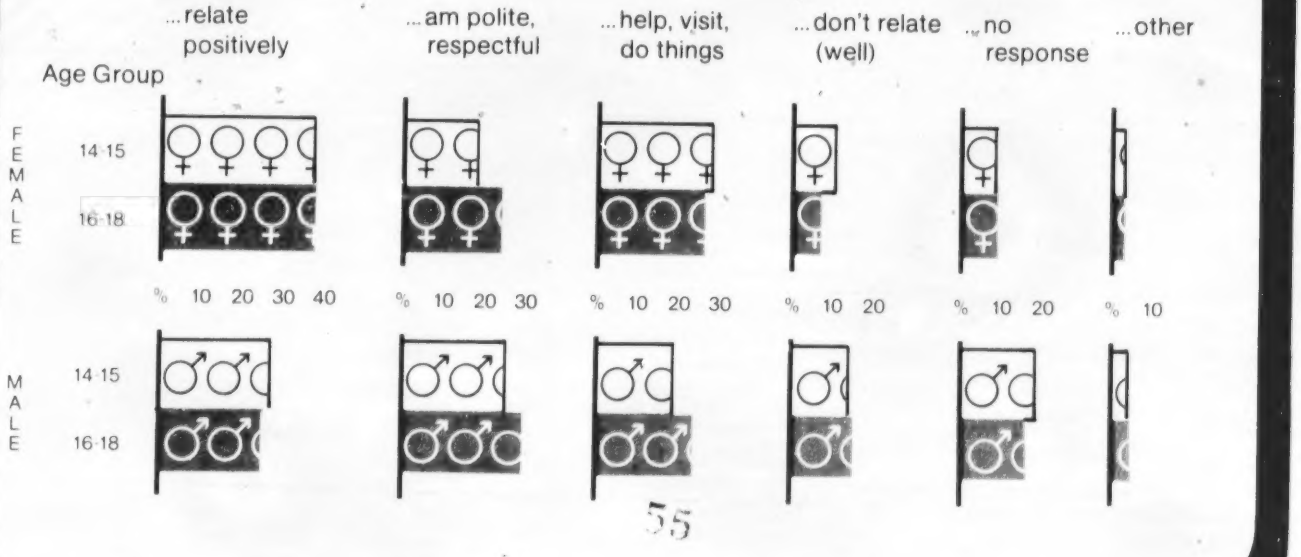


Chi square: 118.07416 with 30 degrees of freedom. Significance: .0000

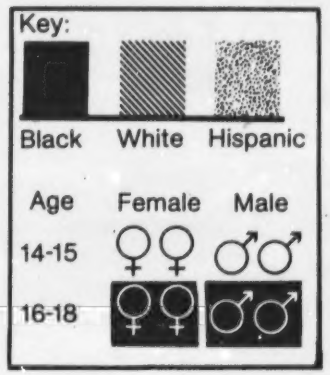
■



55

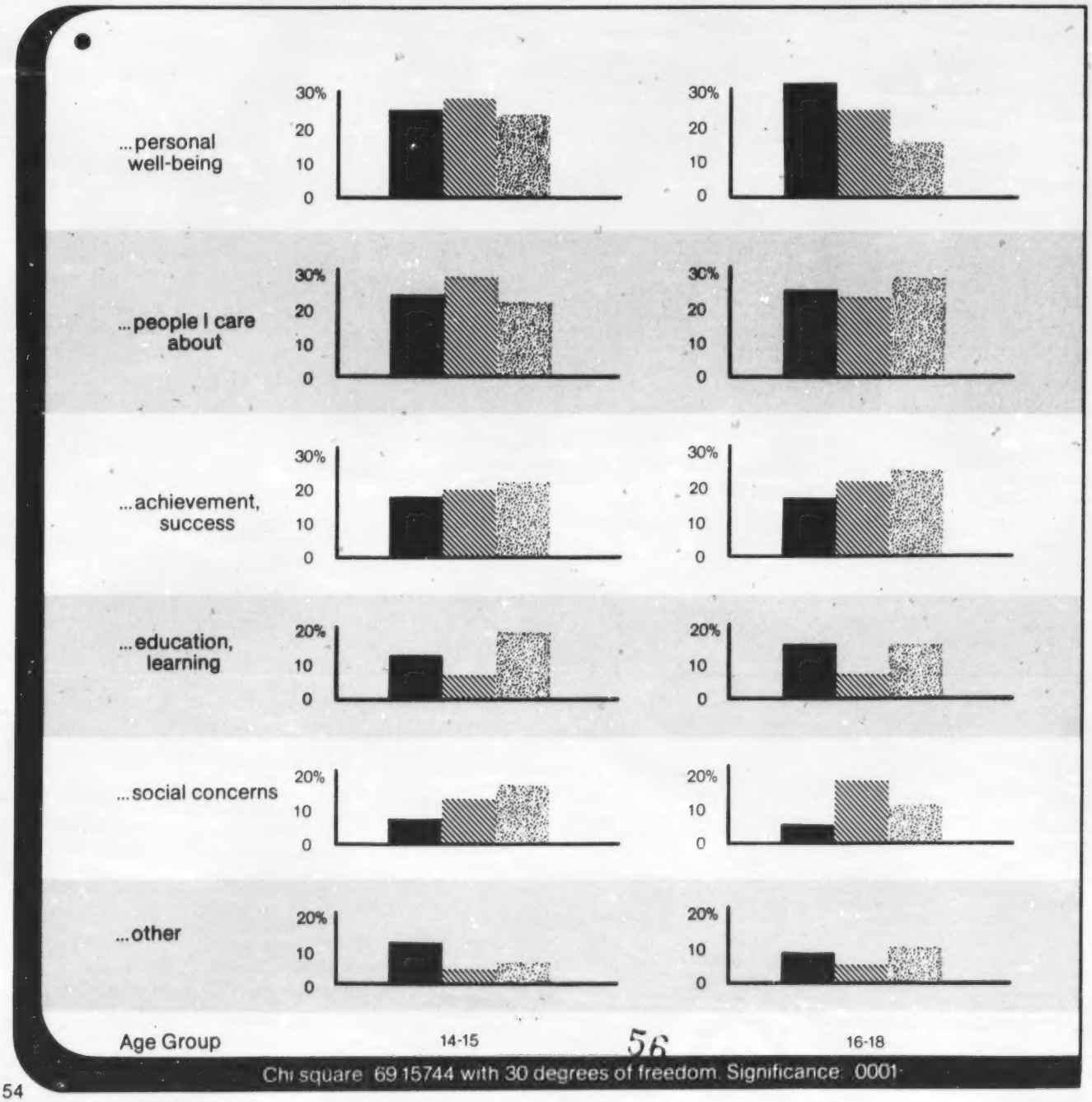
Chi square: 49.20818 with 15 degrees of freedom. Significance: .0000

The most important thing to me...



...personal well-being mentioned by • more White than Black than Hispanic 14-15 year olds, more Black than White than Hispanic 16-18 year olds, more 16-18 than 14-15 year old Blacks, fewer 16-18 than 14-15 year old Whites and Hispanics, ⋆ more Black than White than Hispanic females, more White than Black than Hispanic males, more female than male Blacks, fewer female than male Whites and Hispanics

...people I care about mentioned by • more White than Black or Hispanic 14-15 year olds, ⋆ more White than Black or Hispanic females, more male than female Blacks and Hispanics

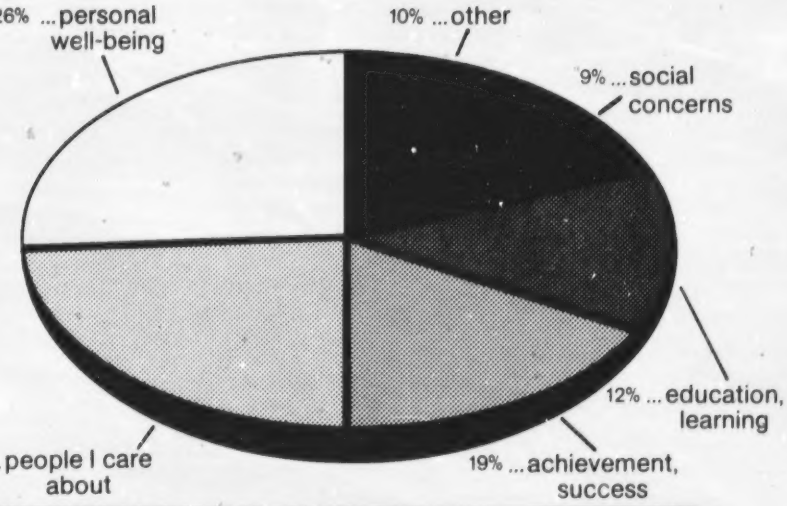


Chi square 69.15744 with 30 degrees of freedom. Significance .0001

... *achievement, success* mentioned by • fewer Blacks than Whites or Hispanics, * more Hispanic than White than Black females, more White than Black or Hispanic males, more male than female Blacks and Whites, ▪ more 16-18 than 14-15 year old females, fewer 16-18 than 14-15 year old males, more male than female 14-15 year olds

... *education, learning* mentioned by • fewer Whites than Blacks or Hispanics, * fewer males than females

... *social concerns* mentioned by • more Hispanic than White than Black 14-15 year olds, more White than Hispanic than Black 16-18 year olds, * more females than males, more White than Hispanic than Black females



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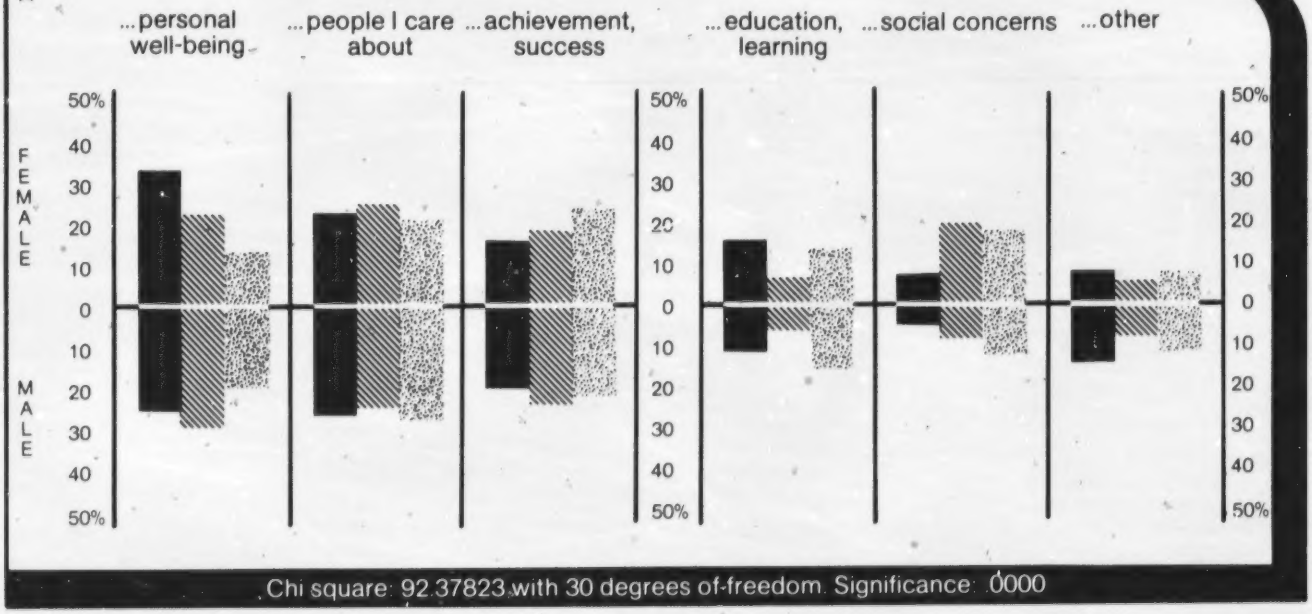
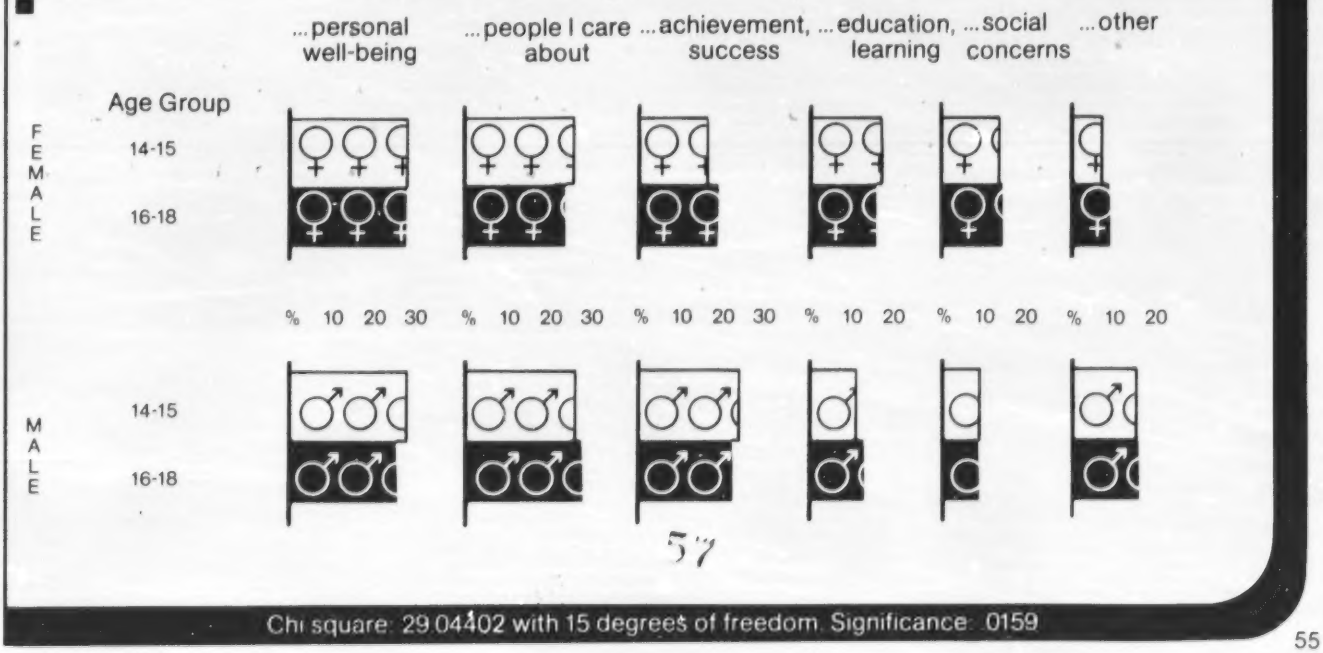


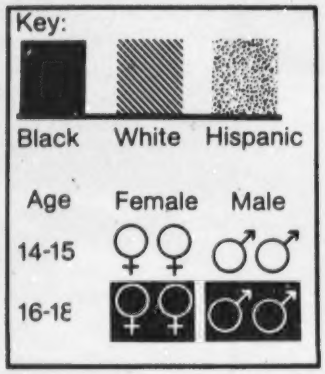
Chi square: 92.37823 with 30 degrees of freedom. Significance: .0000

■



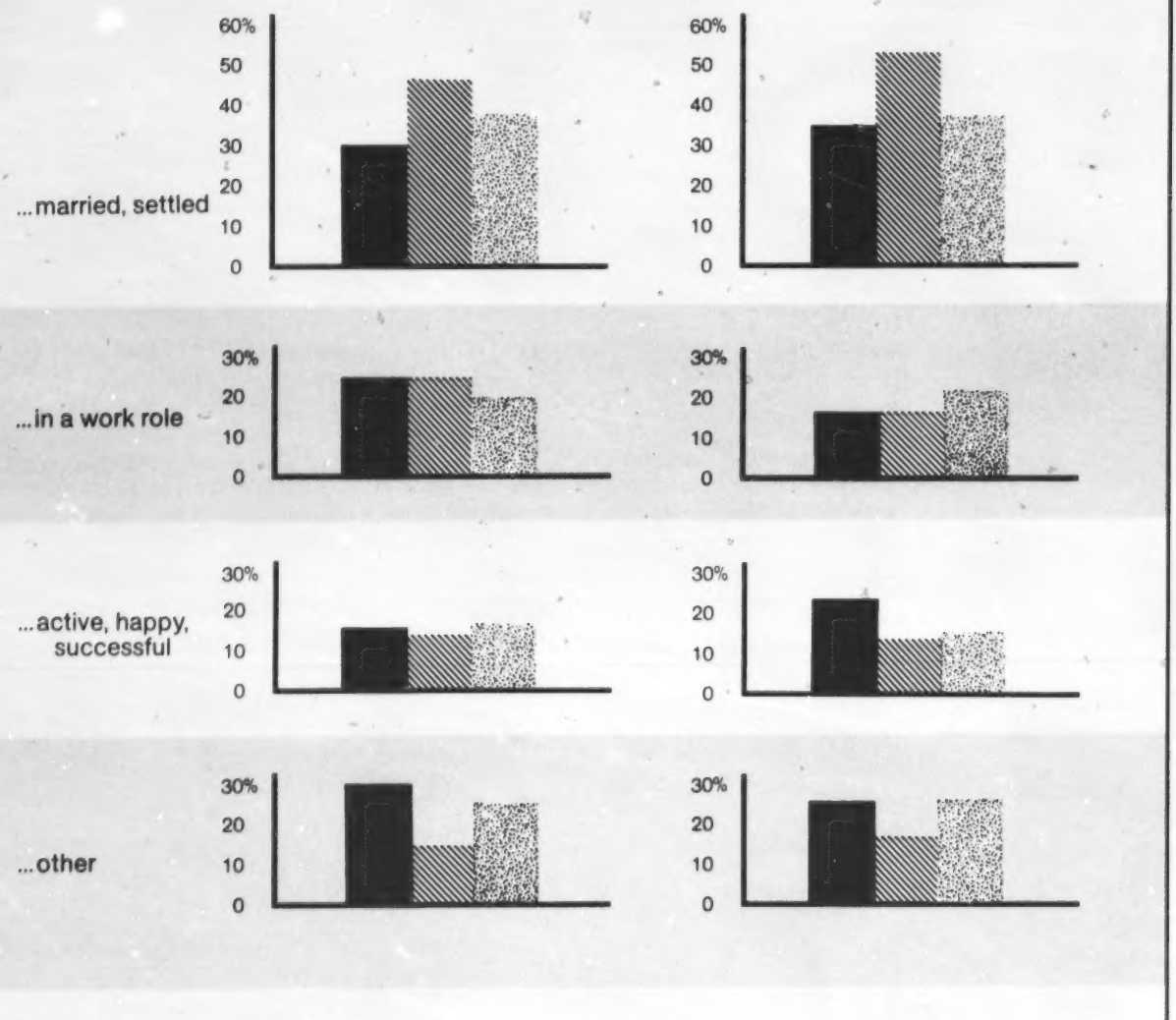
Chi square: 29.04402 with 15 degrees of freedom. Significance: .0159

When I'm 30, I will be...



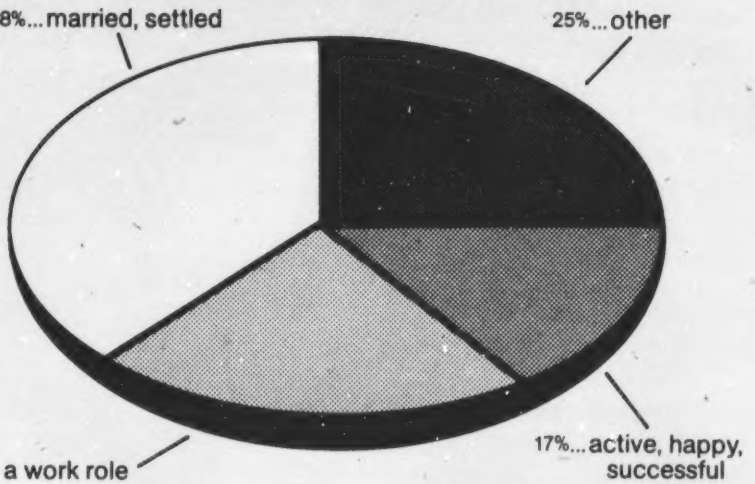
...married, settled mentioned by • more Whites than Hispanics and more Hispanics than Blacks, more 16-18 than 14-15 year old Blacks and Whites, * more females than males, ▪ more 16-18 than 14-15 year old males

...in a work role mentioned by • fewer Hispanic than Black or White 14-15 year olds, fewer 16-18 than 14-15 year old Blacks and Whites, * more males than females, more Black than Hispanic and more Hispanic than White females, more White than Hispanic and more Hispanic than Black males, ▪ fewer 16-18 than 14-15 year old males

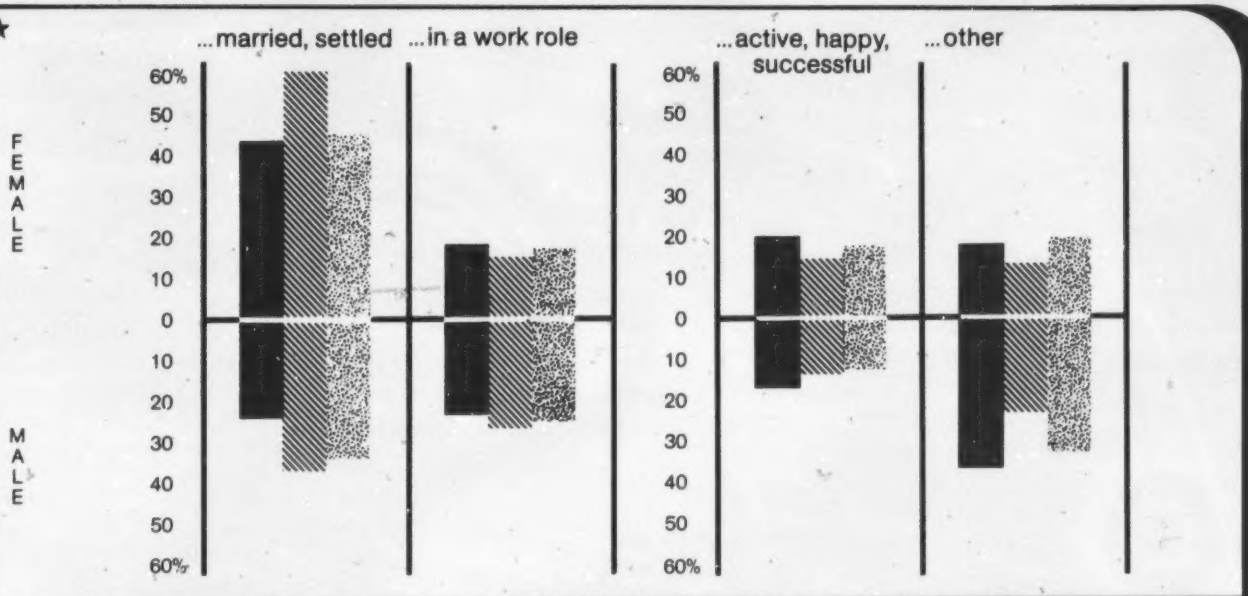


Chi square: 47.62979 with 18 degrees of freedom. Significance: .0002

... *active, happy, successful* mentioned by • fewer White than Black or Hispanic 14-15 year olds, more Black than White or Hispanic 16-18 year olds, ⋆ more Black than Hispanic and more Hispanic than White females, more Black than White or Hispanic males, more female than male Hispanics, ▪ more 16-18 than 14-15 year old females, more female than male 16-18 year olds

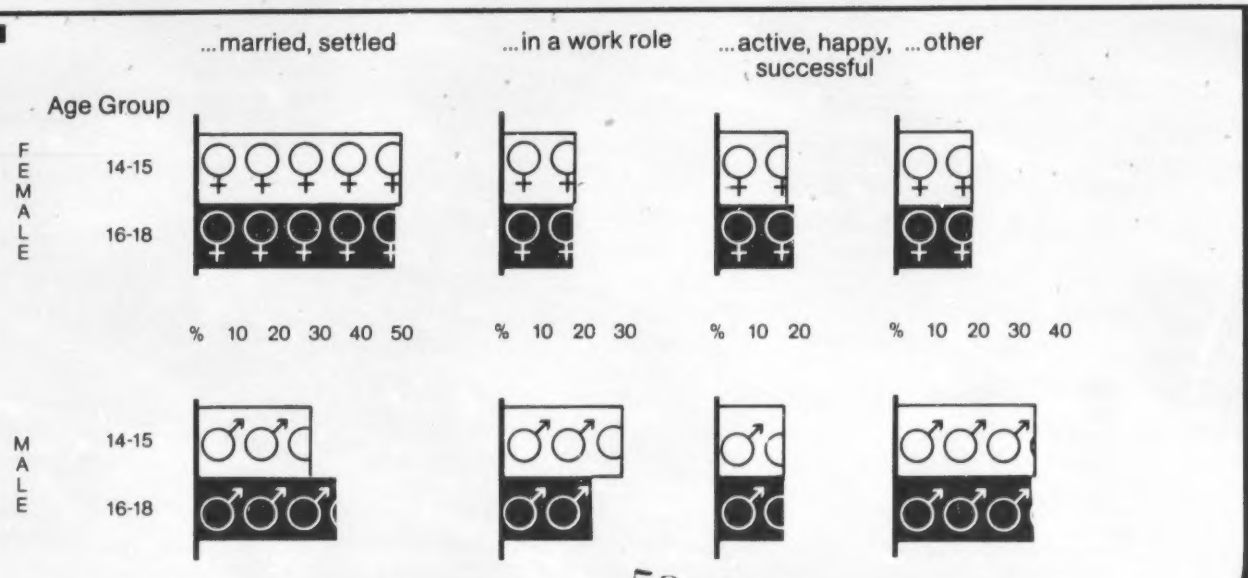


★



Chi square 98 48280 with 18 degrees of freedom Significance .0000

▪



Chi square 62 69493 with 9 degrees of freedom Significance .0000